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ABSTRACT

This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation. (RL)

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# BILINGUAL EDUCATION: A HANDBOOK FOR EDUCATORS

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INTERPRETIVE STUDIES ON BILINGUAL EDUCATION

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March 1970

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# FOREWORD

This report probably differs from the typical research report in several important ways. First, the report is about education for children who have for far too long been neglected, not only by the educational profession, but by society as well. For it is a melancholy fact that the "other cultured" child has been left to drift in a morass of Dick and Janes, Spots and Puffs. The report attempts to grapple with the true dimensions of the problem, dimensions which go far from the all too typical curriculum tinkering of which many are so fond.

In the pages that follow, one will find serious, thoughtful analyses of the complex antecedents to learning problems faced by children whose culture is different. Not only are the complexities of social and cultural variances disclosed, but specific educational measures recommended. But, this is in no sense a "how to do it" report. No, it is the careful condensation of many (over 2000) reports on bilingual and bicultural education.

Third, the reader will find an annotated bibliography selected from the many informative and helpful reports that were reviewed and analyzed during the course of the project.

A glance at the Table of Contents will reveal the breadth of coverage afforded each topic. Throughout, strong emphasis is placed upon the social, cultural, and psychological concepts. Each concept is examined from both the point of view of underlying rationale, as well as its application to educational program, teacher preparation, and school management. In a word, theory is combined with practice.

This project was the combined product of many skilled and diligent persons. Martha Hubble struggled with references and obdurate staff. Maxine Fine found her way through a clerical morass. A staff of seven readers plowed with determination through the hundreds of references. The principal and staff of Coronado Elementary School in Albuquerque reviewed and evaluated initial drafts of guides to practice. Many, many others generously shared their experiences and time. The heaviest responsibility lay with Horacio Ulibarri. He unstintingly gave of his sensitive insights, his creative talent, and his devotion to the task. The final results are his contribution to the education of the child whose culture is different.

James G. Cooper
Co-Director

# A SOUTHWESTERN DREAM

Midst shifting dunes and desert sands
From fertile oasis valley lands
Neath mountain crests where arroyos run
The brown-eyed, black-haired children come.
They come to seek a better place,
And find a world's averted face.

Who will answer?

From quite towns with shaded streets
Near feeding lots and fields of beets
Across the tracks with driving urge
The brown-eyed, black-haired children surge.
They bring a peoples' native pride,
And find their culture is denied.

Who will answer?

From ghetto grim and barrio slum
On urban streets where factories hum
Across a crowded freeway's roar
The brown-eyed, black-haired children pour.
They seek themselves identified,
And find a world turned aside.

And who will answer?

This land we love - it needs them all
To meet its history's constant call;
It cannot waste a people entire
And hope to stand the eternal fire
That comes to those who learn too late
That greatness cannot grow through hate.

But who will answer?

Now in schools where the children sit
The decision daily must be met,
And those who teach must decide
What stays - and what passes aside;
Whether in brotherhood we live - and learn,
Whether God -- and Man! --we affirm.

Who will answer?

We will answer!

We will answer!

Amen.

James P. Miller
Anthony, New Mexico

# PART I

# GUIDELINES

## SECTION 1

## OBJECTIVES OF THE BILINGUAL EDUCATION PROGRAM

The intent of this section is not to state what the goals for a particular program should be. Rather it is to undertake a philosophical discussion of the elements necessary to the establishment of such goals. These are: (1) consideration of socio-cultural background, and (2) considerations inherent in the statement of goals itself.

### Consideration of Socio-Cultural Background

Language is a vehicle by which people communicate ideas, express hope, solve problems, and realize self-fulfillment. In a bilingual situation, biculturalism and bilingualism tend to become synonymous for both natives and observers. Thus, to develop an effective course of education, its goals must be extended so they reach out into the lives of the people. Their language and their manner of living must be taken into consideration. To the extent that this is achieved in developing goals and objectives, the program has a chance of reaching those for whom it is intended. To the extent that a program divorces itself from the lives of the people, it and the school serve only as a superficial shell, totally irrelevant to the people.

A program that does not take into account the problems of the community, the needs of the individual, and the aspirations of the people cannot hope to be anything more than a veneer that helps to hide the anomalies of the community and to engender helplessness in the individual. Such a program will never have the support of the community nor the enthusiasm of the individual. On the other hand, a program encompassing the problems, hopes, and ideals of the situation becomes alive and vibrant, and most likely will receive widespread support. In establishing the goals, a minimum of socio-cultural factors must be taken into consideration. Among these are (1) social class, (2) relative economic standing of the community and of the groups and (3) extent of acculturation.

#### Social Class

Social class, objectively defined, serves only as a very useful index to the orientations, values, and behaviors of people. To the educator, the knowledge of the social-class standing of the patrons of the school is an indispensible device by which he can gear his program to the needs of the children as a whole, understand the individual's personality, and develop a program that will help the individual in self-development and fulfillment.

It is not the purpose of this discussion to expound the theory of social class. It is necessary, however, to point out some of the major implications of social-class theory for education in general and for bilingual education in particular. In general there is a continuum

in the orientations of people toward school throughout the social classes. As they are considered from the upper classes to the lower classes, one discovers the following. The upper class regards cultural refinement as its prime expectation of education. The upper middle class uses education as a means of obtaining a professional vocation, such as that of medical doctor, lawyer, or college professor. The lower middle class uses education as a means of getting away from manual labor into some type of white collar work. The upper lower class is not sure of what education is all about; however, it feels that in general education is good. But, since education emphasizes book learning and the jobs of the upper lower classes are manual, such as those of plumber, electrician, or carpenter, these people are not sure of the net value of book learning for their children. The lower lower class people feel that education is a means of rejection and oppression that the "establishment"uses for further oppression. They see little or no value in schooling or book learning for their children. Very often, these children go to school only because authorities insist that they do, or because parents want to get the children away and "out of their hair."

In a bilingual-bicultural situation, one finds the social-class stratification of the whole very similar to that of the individual groups of which it is composed. In most cases, the only difference is that, for minority groups (especially when considering Mexican-Americans and Indians), one finds a disproportionate number in the lower lower class and the upper lower class. Besides bringing with them the problems of a people in a process of acculturation, the problems of a second language, and the problems of a different cultural background, these people bring into the school the problems associated with lower lower class standing and participation in the culture of poverty. People from minority groups belonging to this class place a vague value on education. They sum up their expectations thus: "I want my children to get an education so that they won't have to work as hard as I do."

Thus, in the establishment of objectives for a bilingual education program, considerations regarding the social-class standing of the school community should give the administrators and the curriculum developers a means of deciding the extent of the program. For example, if the program is going to be offered to <u>all</u> children in school, whose parents belong to various social classes, the program should be differentiated according to the variations in social classes. The same bilingual program cannot help all the children equally well because of differences in class needs and also because of differences in personality needs. Nor can it be justified to parents, who belong to various social classes and therefore, have differing expectations and aspirations of education. Techniques and materials should be varied to meet specific social-class needs. In this respect, the bilingual program might not differ too much from the regular school program, which also should be based upon a recognition of such needs.

## Relative Economic Standing of Parents

Running parallel to differentiated attitudes toward education according to social-class standing is the relative economic standing of parents. One finds a very high positive correlation between wealth available to the family and the level and quality of education that the children receive. For example, the parents of middle class children, having placed great value on the idea of schooling and education, are going to allocate more of the family resources to further the education of their children than are the parents of lower class children. They are going to devote more time and energy to seeing that their children get a good education. The same thing holds true in the bilingual education program.

The newness of widespread bilingual education prevents us from making any generalizations, based on research, as to what impact the economic standing of the parents has on the education of the children in a bilingual program. It seems possible that, because most bilingual children come from bicultural homes where use of the native language is an everyday affair, use of the native language in school would increase enthusiasm and support for education from the parents, regardless of economic standing. It is possible that this type of enthusiasm will continue as the program progresses. On the other hand, it is also entirely possible that the parents will backslide in their support and enthusiasm for the bilingual program as it moves along on a day-to-day basis, much the same as they backslide and lose enthusiasm for the regular school program. The parents who belong to the lower classes generally are too concerned with earning a daily living to care much about daily occurrences in the school, which they think is divorced, in a very large measure, from the realities of life.

The bilingual program in the education of the middle class bilingual child may begin to assume an air of a leisure-time type of learning as far as the parents are concerned. The enthusiasm and support of the parents will depend upon how clearly they see the program as a viable one in preparing their children to fulfill their preconceived expectations of education.

For the parents of English-speaking children, the second language employed in the bilingual program may engender very strong enthusiasm for the program at the beginning, but the sustained effort of helping the children to learn a second language in all probability will not be given as the program progresses.

The Mexican-Americans in this group perhaps will not show great enthusiasm because the realities of life have indicated to them that they must operate in an English-speaking world. Personally, they attribute their economic standing, to a very large extent, to their ability to emulate and behave like their Anglo peers and counterparts. Their language at home is English, and the parents see no reason for their children to learn a language or a cultural pattern that is not

Anglo. At the same time, they think that there is danger that by studying Spanish, the children may acquire a "Mexican accent."

This being the case, the goals for bilingual programs must provide for two critical elements: (1) the parents must participate in determining the basic goals, and (2) they must be involved in some type of systematic feedback so that they can see for themselves the extent to which the school is reaching the goals. The system should also provide for possible redirection of goals as the feedback data come in.

Great numbers of bilingual children come from slum area families--people who have succumbed to the culture of poverty. Again, it is not the purpose here to elucidate on the culture of poverty per se except as it has a bearing on the bilingual program. In general, members of the culture of poverty are by definition described as having little money, virtually no savings, and no economic security. Poverty involves underemployment as well as irregular employment at an undesirable occupation. The members of the culture of poverty have a lower life expectancy, lower levels of physical and mental health, and a lower level of nutrition. At the same time, these people have low educational attainment levels. They generally have negative attitudes toward schooling. They have inadequate verbal skills, and often engage in pure anti-intellectualism. However, one may mistakenly take their verbal enthusiasm for education and their unrealistic faith in it as real support for education.

On a personality basis, Hagstrom presents the following characteristics. The poor tend to have a sense of the personal and the concrete. The poor have a very short range of planning and often no planning at all. They harbor much aggression and hostility toward those who prosper. They tend to give in more towards intolerance and prejudice. They succumb rather easily to authoritarianism, and in general, they live a life in the world of anomia.

It must be understood that poverty alone does not place people in the culture of poverty, rather, it is a negativisitc, personalistic, particularistic orientation towards life - - a life with no goals and no norms; a life full of desperate fear of want - - that makes people lose their self-respect. Thus, you will find among equally impoverished people some who have retained their personal pride and their self integrity and others who haved succumbed to the culture of poverty. It is necessary to know the clientele of the school, e.g., the patrons and the parents on a personalized basis before drawing generalizations as to who belongs to the culture of poverty and who does not. Nonetheless, the idea or concept of the culture of poverty is a useful tool for the administrator and the teacher to acquire, in order to estimate the aspirations of the different groups even though, on the surface, they may seem equal in financial disability.

## Acculturation

The concept of acculturation must be understood and included as a strong, viable factor in bilingual education. Acculturation is a necessary process for all minority group members. Acculturation, often mistaken for assimilation and amalgamation, has been viewed as the destruction of the minority culture. Viewed from a bicultural perspective, however, it is a harmonious and controlled interaction between two cultures. Acculturation can be conceived as a continuation of stages of development. Starting with the native culture, one can define at least four stages up to the time when the individual becomes completely acculturated into a second culture.

The first stage of acculturation can be characterized by bewilderment. All the forces of a new culture that beset the individual are, for the most part, incomprehensible to him and perhaps even unacceptable. At this level, perhaps the lowest in the process, he is likely to succumb to the many negative escapes to which participants fall prey: for example alcoholism, dope addiction, prostitution, and the like. Unfortunately, these patterns tend to be widespread among minority groups.

If the individual is capable of rising from this pit, he then acquires a degree of independence by having acquired functionality in the new culture. With more acculturation, that is, learning and establishing within himself new social norms and behavior, the individual finds that the rewards of a new social-cultural complex are more readily available to him. At the same time, subconsciously, emotional changes have occurred so that values which were heretofore incomprehensible and undesirable now become desirable and meaningful to him.

At this time he embarks on the second stage of acculturation, characterized by overcompensation, ultraproficience, and conspicuous dexterity in the new socio-culture. During this time, he feels distress as a member of an ethnic minority and wishes he could pass for an Anglo-American; rejection of his native socio-culture is his prime motivating factor. He becomes ashamed of his native cultural heritage and, in compensation, devaluates the socio-cultural practices of his people. He refuses to use his native language even though proficiency in his second language (English) may be poor.

The third stage of acculturation can be characterized by deliberate regression of the individual to his native culture. He likes to think of himself as being both bilingual and bicultural and therefore capable of making a choice between belonging to the new culture or to the old. He chooses to go back to his native culture. However, his regression occurs on a superficial level only and does not penetrate into center-core value areas of the culture. The individual will take on what he perceives to be the most conspicuous symbols of his native culture. These symbols proclaim to the world that he is of a particular

cultural minority, for example, Mexican-American. In this stage, also, the individual valiantly attempts to show that he is bilingual.

The fourth stage of acculturation is the stage of biculturalism. Here the individual truly understands the aspects of both social cultures and has developed a wholesome functionality in both. He functions well at both the cognitive and the cathectic level in the two cultures. He accepts the values accompanying both cultures and can adapt himself at either level to either culture.

In regard to the relationship of bilingualism to the problem of acculturation, the willingness of the individual to be or not to be a bilingual depends on the stage of acculturation in which he finds himself. For example, the individual in the first stage finds that he does not have command of one of the most valuable tools of the new culture, the English language. In his first stage of confusion, he really believes that if he learns the new language, all of his problems will be solved. This is the reason, perhaps, why so many immigrants to the United States immediately embark on learning English and pin all hopes of success on learning the new language. Relatively little value is placed on instructions in the vernacular for their children.

Further along, as the individual learns but retains an amount of language interference from his native dialect, he becomes conscious of the undesirability of a foreign accent. As he develops into the second stage of acculturation, the intonation patterns of the individual become definitely theatrical and, as he acquires more dexterity in his rhetorical mannerisms, he is likely to deny any knowledge of his native language or dialect. He becomes overly anxious to avoid any hint of an accent in either his private conversations or public utterances. Parents in this stage of acculturation decide that they will not permit the children to learn the language in the home. They are overaspiring to become more Anglo than the Anglo. The repercussions of having an unacceptable foreign accent are only too real to them. They do not want their children to suffer the same disadvantages that they once did.

The children enroll in second-language classes, such as French, German, or even Russian, rather than Spanish, which is the case of the Mexican-American of the Southwest. Spanish is too closely associated to the bracero and the lower class elements that migrate from Mexico. Because French is the language of finesse, German is the language of scientist, and Russian is the language of foreign relations, these are desirable. They will excuse themselves with, "If I want my children to learn Spanish, I can teach it to them." Rarely does this happen. Also rarely does the individual become bilingual or multilingual through second-language classes.

As the individual matures mentally and spiritually, he begins to see that he has been playing a rather confusing, theatrical, and nonsensical game; to achieve and overcompensate, he has acquired status

in the new society and is contented with it. For the first time, he begins to look at himself; he takes stock of his accomplishments and compares his present condition with his original one; he is proud of himself for having achieved so much. However, mingled with his pride is an uneasy feeling of having left so many good things behind; his friends, his parents, and the way of life of his childhood. Nostalgia sets in and overpowers him; a knowledge of having used almost inhuman means for attainment of his goals, of having definitely sacrificed love, and perhaps even of having abandoned his home, develops extreme feelings of guilt.

In this stage the individual starts to give recognition to the language from which he had tried to disassociate himself for years. He starts trying to develop dexterity in his native language. He listens more to Spanish radio programs, for example, in the case of the Mexican-American. He starts reading more books in his native language, frequents more entertainments in his native language, and in short, starts again the process of exaggerating his socio-cultural origin. Because of the type of educational opportunities and associations that he has had and because he has deliberately tried to disassociate himself from his native language, he finds much to his dismay, that his dexterity in that language has diminished considerably. This type of individual will most likely be overenthused and perhaps militant for bilingual education.

The bicultural individual has first-hand knowledge of the roles he is expected to play in the two socio-cultures; not only does he know how to play these roles, but he is well-versed in and has a sense of the value of both. The bicultural individual is proficient in both languages; he may not be equilingual but he has enough dexterity in each to play, with some success, the roles expected of him. He is able to distinguish the expectancies of the two cultures and in one manner or another has been able to resolve the conflicts that arise, because of divergence or contradictions, between the value system of the two cultures. In short, the relationship the bicultural person feels between two cultures is a natural, intrinsic bond. Bilingualism is the vehicle for maintaining this bond.

## Statement of Goals

To be productive, the purpose of bilingual education, like other goals of education, must be stated in terms of desired behavioral outcomes. Only when one states the goals of education with specifications for ultimate behavior does he have the opportunity of determining the extent to which the goals have been met. In the area of bilingual education, behavioral objectives must be stated in at least the following areas:

1. Language skills
2. Knowledge and concepts
3. Application and use of knowledge and concepts
4. Development and reinforcement of attitudes
5. Social functionality

## Language Skills

The primary thrust of bilingual education is the inclusion to some degree of a second language other than that of the school. It is necessary to state the level of proficiency in the second language which is desired of the students.

In some programs, the native language of the child is used merely as a vehicle by which the child is directed into learning English as a second language. In these programs, different degrees of proficiency in the native language are required. For example, it is possible that the substandard Spanish which a child employs will be used as a device to improve proficiency in English. In this case, little or no instruction is given which would make the child more proficient in his native language. In this same type of program, a minimum amount of instruction in the native language may be given in order to make the child literate in English. Nonetheless, the impact of instruction received in the native language, whether pertaining to subject matter or to the language per se, is minimal because the major objective is transference from the use of the native language to the use of the language of the school as fast as possible.

In programs where equal proficiency in two languages is desired, the native language is not regarded as a tool for easier teaching of the school's language. Curriculum content may be presented in either language, and the choice of language to be used frequently revolves around the matter of which language and its attendant culture best facilitates learning of the particular content. Certain subject-matter areas and certain materials are better presented in one language than in another In these programs it is necessary to have bilingual teachers assigned to second-language* instruction.

## Knowledge and Concepts

The knowledge and concepts that are to be imparted in the bilingual curriculum, whether in English or Spanish, need not present more difficulty in the development of scope and sequence than they would in a monolingual program. It is desirable to develop the scope and sequence of all courses and subject-matter areas in terms of a taxonomy. This report is not the place in which to recommend any type of taxonomy. There is one factor to consider, however, in determining the language to be employed in the introduction of new concepts and knowledges. The bilingual child, because of his psycholinguistic tendencies, may become more committed emotionally to a given concept when taught in one

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*For the purpose of this report, the second language of instruction is the native language of the child.

language rather than in another. For example, when teaching about the family or some aspect of Mexican-American culture, it would be more sensible to use Spanish rather than English. Thus, one of the strong implications seems to be consideration of the psycholinguistics and emotional commitments of the bilingual child stemming from his language and his culture when a taxonomy for the bilingual program is being developed.

Application and Use of Knowledge Concepts

The formation and statement of bilingual program objectives for the application and use of knowledge and concepts is no more difficult to achieve than that of monolingual programs. However, it should be understood that the bilingual child, especially in the Southwest, is a bicultural individual. He lives in the world of his native Mexican-American culture as well as in the world of the Anglo-American culture. Certain types of behavior are desirable in one socio-cultural context but are less desirable in the other. The child must learn to discern in which socio-cultural context certain types of behavior can be used with the least ill effects and with the major desired outcome. At the same time, the bicultural individual needs to know the set of values that accompany each role he plays in the two socio-cultural worlds. For example, the use of competition rather than cooperation within the Mexican-American family would cause disharmony and perhaps disruption. On the other hand, not to use competition within the labor market, acceptable to its cultural set of values, but to replace it with the cultural set of cooperation, could be detrimental to the individual. Thus, one must think in terms of the socio-cultural context in which the individual is going to be operating, and try to develop in him an awareness of certain knowledges and skills and an awareness of where particular sets of value can be appropriately used.

The very fact that the administrative officer deals through and with a multicultural community may pose unique problems. Changes of programs aimed at improving the learning of the child may be considered to be retrogressive, as being a return to older, undesirable patterns. The administrator must marshal all community support as he endeavors to set more realistic goals for his school.

Development and Reinforcement of Attitudes

Research on the effect of imposing on the bilingual-bicultural child school standards compatible with the behavior of the middle class is rather scant. The lack of highly controlled studies has not deterred educators from drawing conclusions about the effects of school constrants upon the bilingual child. People who have worked for several years with bilingual-bicultural individuals are convinced that this insistence on middle class behavior has had serious negative effects on these children. The children, it is asserted, generally become ashamed of their culture and feel that the native language is inferior to English; the studies on acculturation support this. Thus, one finds quite a few

statements on objectives dealing with reinforcement and development of the self-image of the bilingual-bicultural child. This seems to be one of the strongest reasons for the creation of a bilingual-bicultural education program. However, to state an objective such as, "One of the purposes of the bilingual program is to develop a better self-image or self concept of the bilingual child,"is inadequate. We must express objectives in terms of behaviors that can be measured. For example:

> The bilingual child will participate in more extracurricular activities.
>
> The bilingual child will learn more about his cultural values and see the differences between them and those of the Anglo-American system.
>
> The bilingual child will understand the process of acculturation.

Only when objectives are stated in behavioral terms can they be attacked readily.

The same principle holds true for the development of attitudes. Generally speaking, the bilingual child belongs to a minority group with all its attendant anomalies. Therefore, much of what must be done has to be done in terms of providing equality of opportunity, not only in the area of learning skills and concepts, but also in the area of attitude development. The failure syndrome, the timidity complex, and self-hatred are all problems that seem to be prevalent among bilingual-bicultural children. This is not because they are bilingual and bicultural, but because they are members of a minority group that has had unsuccessful encounters with a majority group. These attitudes are present in the parents and are reflected in the children. Extensive measures must be taken in order to develop a more wholesome personality in these children.

## Social Functionality

It must be remembered that the bilingual-bicultural child is going to function, whether he likes it or not, in two worlds. The Mexican-American is going to function in the socio-culture of the Mexican-American and in that of the Anglo-American; he will be buffeted by the forces of both. On the one hand he will be punished for being Mexican-American. The closer he approximates the typical behavior of the Anglo-American, the more the rewards of that socio-culture will be made available to him. As he moves in that direction, he will experience feelings of guilt for having deserted his native group, his friends and his family; at the same time he will experience a nostalgia for a return to the old socio-culture. There will be pressures on him to return and sanctions for his having become a "Vendido." While the school cannot prescribe and determine what the behavior of the individual will be after he leaves school, a very strong effort should be made in the bilingual-bicultural program to make the individual cognizant of all the conflicting forces that

are going to be his lot in life because he is a member of a bilingual-bicultural minority group.

## Relation of Immediate, Intermediate, and Ultimate Goals

There has been a strong tendency to start bilingual education programs in a piecemeal fashion. These programs reflect the attitudes that language is the most important factor in the program; therefore, it is thought that maximum proficiency in the second language is needed before a bilingual program can be implemented. Other programs reflect the attitude that bilingualism is not so very important after all; thus, only such programs as preschool or primary bilingual programs are instituted. While these types of programs may have some merit, the final outcome in terms of desired behaviors is very questionable. The native language a child learns or uses in the primary grades as a vehicle of instruction that is not reinforced during the rest of his school career will soon be forgotten. The child will undoubtedly benefit from minimal instruction, but only for the moment. Constant reinforcement is necessary, especially at the stage in life in which the individual's socio-cultural set is crystallized.

## Bilingual Education Goals and Public Relations

Although bilingual education has existed for the elite in the form of leisure-time learning, it is only a recent phenomenon in public education. Since the public schools are the servants of a wider system including parents and taxpayers, a strong public relations program is needed to promote continued support. It is necessary to legitimize the bilingual education program in the eyes of the public, the parents, and the other patrons of the school. Also, this public relations program provides an easy means of bringing into the school the Mexican-American or Indian parent, who otherwise may not be interested. Therefore, through the bilingual program it is possible to bring the parents to the school in order to get from them whatever they have to offer the program, as well as to be of help to them.

## SECTION 2

## THE BILINGUAL EDUCATION PROGRAM

If the goals of the Bilingual Education Program have been stated in behavioral terms, the program to be implemented should reflect very closely those goals and objectives. The activities and materials used in the program should attempt to bring about the types of behavioral changes in bilingual-bicultural children stated in the objectives. Often, when the goals of the program are not stated in behavioral terms, the materials available and the textbooks used in the program determine the goals and objectives; instead, the materials and texts should be the tools by which the goals and objectives are reached. Similarly, the activities by which these children learn behaviors and develop certain types of attitudes should reflect clearly the goals of the program.

### Type of Program

Often the objectives of a given program are so loosely stated that the main thrust of the program is lost in a series of rather inconspicuous statements; therefore, it is necessary to consider what the thrust of a program is, and to make certain that this thrust is fully understood by the participants.

At present, there are three general types of bilingual programs:

1. Programs that initiate instruction in the vernacular and gradually phase-out that language as the student becomes proficient in English (his second language).

2. Programs that teach any or all subject matter in two languages, e.g., Spanish and English. Not only is the subject matter taught in two languages, but instruction is maintained for both languages throughout the program.

3. Programs that use two languages as a medium for instruction and include bicultural elements in the curriculum context the teaching approaches, and the guidance techniques.

There are also combinations of the three general categories, and it might be difficult to find a program that fits specifically into one of these categories.

Programs that initiate instruction in the vernacular gradually phase-out into the primary language of the school. The purpose of these programs, most of which have to do with early childhood education, is the socialization of the minority-group child within the culture of the school. The basic assumption here is that the child is too deficient in his home background to be able to profit adequately by the experiences of his first year in school. There is a strong parallel between this type of program and head-start programs, except that bilingual programs

generally use the vernacular of the child as a means of communication and socialization. Generally, language development in the vernacular is not attempted unless the language deficiency of the child is so pronounced that it interferes with the socialization experiences essential to the program. In this type of program, as soon as the child is able to use the primary language of the school (here in the United States, English), the vernacular is phased-out of the instructional program and all instruction from then on is in English. There is merit to this type of approach in that at least some of the elements in the child's background have been taken into consideration in solializing the individual into the school setting. The research is highly inconclusive as to the inferences that can be made from this type of education. One can argue, however, that as the education in the child's cultural vernacular ceases, his learning of that culture and language also ceases. This program can be called bilingual only in the sense that it encourages a child, in the beginning, to socialize with the school setting through the use of his mother tongue. However, it more nearly resembles a subtle approach to the teaching of English as the second language. The only purpose of the program seems to be to teach the child English and to socialize him into the world of an English-speaking environment so that he may function better in the school setting in his first year.

The second type of program is one which uses two languages as a medium of instruction in any subject area. This type of program includes two phases in its approach. The first phase is a vigorous program in language development in both the primary language of the school and the native tongue of the child. For example, there is strong emphasis in developing the child's proficiency in English as well as in Spanish. In this regard, proficiency in one language is used to complement the learning in the other; neither language is stressed as being more important than the other. Both materials and teaching techniques are bilingual in approach.

Discrimination should be used in deciding what materials should be presented in which language, but it would seem to be a waste of the child's time to teach everything in two languages. Because of the time factor, there are dangers of retarding the child in certain areas of knowledge. However, if re-teaching the same subject matter in a second language seems desirable for reinforcement purposes, that is another consideration. At the same time, in the beginning stages, it may be desirable to teach a language by re-teaching the subject matter that has been learned in the child's vernacular. For example, if a child's stronger language is Spanish, and he has learned certain mathematical concepts taught to him in Spanish, re-teaching him those concepts in English will help him in his English language acquisition. However, to teach all subject matter in two languages would seem to be a waste of time for the teacher as well as for the students.

The third type of program is the bilingual-bicultural program. The main purpose of this program is to develop a bilingual-bicultural

child who can function with equal dexterity in two languages in the milieu of two cultures. In this program, not only is language development stressed, but also the learning of two cultural systems. This is done by including cultural materials in the context of the curriculum. Development is enhanced by role-playing in a particular culture, and reinforcement is secured by allowing the child to be successful in playing his roles in the two cultures that are taught in his school. The social studies and literature programs in this type of bilingual program become some of the most viable subject-matter areas in the curriculum.

Typically, this type of program can be divided into three areas: (1) the language arts area, which stresses the development of the two languages, (2) the subject matter area, which utilizes the two languages as a medium of instruction, and (3) the social living area which emphasizes the development of the child in becoming a bicultural individual. In this type of program, the guidance and counseling activities are also carried out in whichever language it is easier to communicate. If, for example, the child needs help with a curriculum problem, perhaps the language between the guidance counselor and the individual will be English. However, if it is a home problem involving high emotional tensions, the child will probably want to communicate in Spanish in order to achieve higher emotional release.

If merit is to be given to the various types of programs, perhaps the bicultural program would be at the top of the list. Here, all three elements are stressed: language development; concept, knowledge, and understanding in both languages; self-development in a bicultural setting. Second in line would be the purely bilingual program which stresses language development in the two languages. At the bottom of the list would be the type of program that stressed only initiatory socializing activities for the child in his native language while teaching him English as a second language.

## The Need to Base Program on Learning Theory

One of the criticisms that can be leveled at education in general is that most education programs and practices are not based on a theoretical frame of reference. More often than not, the programs in the schools today have developed as prescribed for the teacher by the textbook writers. The textbook has been the strongest determinant of the activities in the schools, stronger than any other single factor in American education. The same thing can happen in a bilingual program, except that perhaps it will be a little more haphazard and destructive than the reading or social studies programs, which have a prescribed text series. Since the dearth of bilingual materials is so great at the moment, many of the materials must be developed by the teachers themselves. Thus, it is imperative that the bilingual program be based on a strong conceptional frame of reference. It is not the purpose here to advocate one theory over another. For example, if the program

developers want to follow Bruner, that is perfectly satisfactory. On the other hand, if the director and teacher wish to follow Bloom's Taxonomy of Educational Objectives, that too is acceptable. Perhaps Hilda Taba's frame of reference will be better suited to the situation. It does not make any difference what frame of reference is used in the program; the important thing is that an adequate amount of rationale must be employed in making the choice.

## Need for Compensatory Education

The bilingual-bicultural child generally comes from a minority-group situation. One of the characteristics of minority groups is impoverishment. With impoverishment comes the restrictions and limitation of experiences that are necessary for the child's development. Such words as "culturally deprived" have come to the forefront to describe this type of child. While the semantics may be a basis for argumentation, the concept of impoverishment is not. The child coming from an impoverished home is microculturized, as it were. It is not because the home lacks a culture; there is not a situation where there is not a cultural system operating. One can say that he is microculturized because of the extremely narrow cultural diversification that he experiences in his day-to-day living.

There are three important elements that educators must consider in developing a program for disadvantaged children. These are (1) the physical environment of the child, (2) the personal relationships that he experiences, and (3) the nutritional deficiencies that may have plagued him from birth.

Generally speaking, the impoverished child comes from an overcrowded situation in which learning and mental growth are seriously handicapped because of the many disturbances forever occurring. Because of the children's chatter, the radio playing loudly, and the ordinary noise of an overcrowded household, privacy and solitude are unknown. In this type of environment, it is almost impossible for a child to do his homework or any serious type of reading unless he is able to shut himself off from the noise, within his own mind. However, since the rest of the family is not seriously interested in doing any formalized reading and no great value has been placed on silence for learning purposes, the children are expected to do whatever homework they may have to do, with the television going full blast, the radio on at full volume, and the other children causing distractions. The average child from this type of home is not going to work too hard at isolating himself from this disturbance.

The second factor that must be considered is the personal relationships of the child. The schools are operated within a narrow segment of the middle-class value system. Teacher expectations and rewards are geared to middle-class standards. The disadvantaged child has been associating with people of entirely different orientations than those of

the school. He has been operating and successfully functioning in a system that is, in many ways, contradictory to the system of middle class culture. He has been in contact with people who have a different concept of norms and values than those of the middle class teacher in the classroom. These people have rewarded him for behavior which the teacher may often punish him. The child has been socialized into certain types of language behaviors that may be contradictory to school expectations. It is somewhat traumatic to the child to learn that his lifelong type of functioning is wrong, out of place at best, and often downright evil at worst. His type of social background has not encouraged education and intellectual development; it has emphasized survival of the individual, survival in a hostile type of environment where the individual has to cope for himself. This has certainly contributed to his somewhat anti-intellectual attitudes.

A third very serious factor that must be considered is the nutritional deficiencies that may have stunted the mental growth of the child. The McGovern report has come out with a very serious finding; it states that the mental growth of the individual is affected by the type of nutrition he receives during the first six months of his life. Not enough follow-up research has been conducted to know how to cope with this type of situation. What has been found, however, is frightening. It could mean that because of poverty, the bilingual child is destined to operate in school as a slow learner. The best he could hope for in life is the mediocrity of the slow learner.

Because of the three types of obstacles and handicaps that the impoverished bilingual child faces, he has not had the opportunity at home, in the neighborhood, or with peer groups, to develop along the lines similar to those of middle class children. The background of the middle class child, whether bilingual or not, tends to be much more compatible with the environment of the school than that of the lower class child who comes from an impoverished situation. The majority of the schools do not take these factors into consideration in developing their programs. The typical program reflects little sensitivity to the peculiar problems of the disadvantaged child. Rather, it is assumed that if the disadvantaged child does not function on a level with middle-class children, it is the fault of the child. He is labeled as a slow learner, uncooperative, mischievious, etc., and little is done to help him overcome his handicaps.

These considerations strongly argue that the bilingual program will also be a compensatory education program. Beyond the instruction related to the ordinary growth and development programs for which a school assumes responsibility, the bilingual-bicultural program should attempt to implement activities and structures that will help the children compensate for the handicaps and obstacles they face at home and in the community. For example, the bilingual-bicultural child coming from an impoverished home should be given the opportunities to learn what the so-called better things of life are. How can the bilingual child develop pride in his cultural heritage if the only thing he knows in life is an

overcrowded home, an impoverished family, and the dirty streets of the barrio? In short, the bilingual-bicultural program should be extremely sensitive to the socio-cultural needs of the children, and to provide for these needs to the best of its resources.

## Use of Community and Out-of-School Resources

The bilingual program is a natural setting for incorporating resources of the community as part of the operating curriculum. Perhaps this is not as important for the type of program that emphasizes only initiatory educational socialization, because a teacher who is expert in early childhood education may be able to do the job along with young children, without much help from the community. Also, it may not be too important that the regular bilingual program bring in outside resources. When bilingual proficiency is the main thrust of the program, language acquisition can be handled better by experts who know and use second-language teaching techniques. When the thrust of the program is personality development through bilingualism and biculturalism, it is more important that the program utilize all the resources available to the community in the area of bilingualism and biculturalism. Parents, "old timers," and community leaders more often than not are willing to make use of their expertise in the area of folklore, traditions, and cultural values to the program.

Everybody profits when parents and community members participate in the curriculum. The school and the program will gain not only through expertise brought by the parents, but also through the commitment of the parents to the program. At the same time, it is a worthwhile experience for the parent to come into the school setting and to participate in the teaching act. Often the parents learn more than the children whom they set out to instruct.

## Need for Reality in the Bilingual Program

The program itself should be realistic in relation to the children it is trying to serve. Program developers should have an understanding of the socio-culture of the bilingual-biculture child so that no faulty assumptions are made. This is very important in the areas of assessing the children's learning capacities as well as the aspirational levels of the parents for their children. Thus, the program should not be overly ambitious, should not attempt to do more than is warranted by available resources, including the learning resources of the children. This is nearly as disastrous as not doing anything.

Lastly, bilingual education should not jeopardize the child's growth and development in other areas of the curriculum, no matter how nostalgic nor how enthusiastic the program developer may be. There is little merit in learning another language <u>just for the sake of learning it</u>. If

the bilingual-bicultural education program does little to develop a more integrated personality and to enhance the self concept of the bilingual child, it would be better that bilingual education not even be attempted. If the child is going to be penalized in other areas of education for the sake of learning another language, careful stock should be taken of the motives. In short, bilingual and bicultural education should open the door and broaden the horizons for the bilingual child and engender a more integrated development of his personality.

Lastly, the program should be an integral part of the on-going educational process of the children and not an appendage.

## SECTION 3

## THE TEACHER OF BILINGUAL EDUCATION

The single most important factor in the success of a bilingual program is the teacher. Regardless of its design or its administrative support, if the teacher does not function well in the bilingual program, it is doomed to failure. The following factors should be carefully considered in the selection, placement, and supervision of teachers in a bilingual program.

### Professional Preparation

The teacher in the bilingual program should have the qualifications that are required by district regulations and state certifications. It would be fallacious to assume that a "paraprofessional" could handle the job of bilingual education with the same degree of excellence as that of a properly trained teacher. The preservice preparation of the teacher should include the requirements of an established teacher preparation program that consists of the usual subject-matter courses as well as the professional education program.

In addition to acquiring the typical teacher education qualifications, the bilingual teacher should receive special preparation for teaching children who come from impoverished homes, that is, in child psychology and the theory of learning. He should be acquainted with the latest research in learning methods so that he can adjust his teaching technique to the modes of learning peculiar to children from impoverished homes and with different language skills.

At the same time, the teacher should be well-versed in the basic principles of social psychology and personality theory. His preparation should include the theoretical framework for the concepts of culture-prescribed values and cultural systems so that he may properly assess the cultural differences brought by the students from a variety of backgrounds. It is not necessary for the teacher to have studied, in pre-professional preparation, the specific cultures and societies that are represented in the classroom, such as the Jicarilla Apache or the Spanish-American from northern New Mexico. It is more important for him to have the tools with which to analyze the specific socio-cultures of the children in the class, whether they be Indians, Mexican-Americans from Texas, or Puerto Ricans from New York.

The teacher must be cognizant of the theory of social class and its impact on education. Sociologist have long decried the fact that the curriculum in the majority of schools consists of nothing more than a narrow segment of middle-class orientations and behavioral expectations. Another accusation leveled at the teacher preparation program is that the typical program prepares the prospective teacher to deal only with middle class children. Even when language and cultural differences are

not a factor, the typical new teacher flounders when he faces lower class children from his own culture and language background. The new teacher may find himself in despair when he first faces a classroom full of Indians, Mexicans, or Blacks.

If a teacher of the bilingual program has had in-depth preparation in learning theory, in educational sociology, and in cultural anthropology, he has the tools with which to analyze the specific cultures represented in his classroom. The teacher should be empathetic to the socio-cultures of the children; to know them in their totality in order to help them develop broader horizons and greater functionality for the socio-culture in which they will be required to operate. A teacher who is not culturally sensitive nor emotionally empathetic to these children will not be able to fully understand the composition of their personality. Neither will he be able to motivate them to greater degrees of achievement and development.

On the other hand, a teacher who is insensitive and unable to empathize with these children will have severe adverse effects on them. He could easily provide the strong catalytic forces that might propel them into the self-fulfilling prophesy of the failure syndrome. By his insensitivity he could place the child, time and again, in situations of cultural conflict. He could develop an increased defensiveness among these children by insistence on types of behavior and standards of achievement toward goals that are utterly foreign to them; he could aggravate anxieties that are already present. The results can be readily forseen, alienation and isolation will develop to an extraordinary degree. This can be avoided by having knowledgeable, empathetic teachers working with the bilingual-bicultural individual.

The teachers of bilingual education should be bilingual themselves. It is not imperative that all teachers be bilingual, but certainly those who are teaching the child in the second language, for example, Spanish, should be. These teachers should be proficient enough in that language to serve as good models for the children. The bilingual teacher should be a good model in both languages. The teacher of bilingual-biculture children should be able to speak their language and should understand the culture it represents. Thus, a bilingual teacher should be a bicultural individual, if at all possible. Bicultural in this sense means one who thoroughly understands the social and cultural system of the respective languages employed in the program. A bicultural individual is a person who is not overwhelmingly committed to the roles and value systems of either culture. Rather, a bicultural individual is one who knows the roles to be played in each culture and understands and appreciates the intended value of each role. Through higher spiritual development the truly bicultural person has been able to see the "games that people play" in each socio-culture. Thus, the bicultural teacher is able to see the characteristics of each culture, the values of each culture, and by having risen to a high spiritual level, can make use of the positive elements and neutralize the negative elements of either culture. This would be optimal in a bicultural teacher.

It is realized, however, that very few individuals can attain this level of development. The least that can be done by way of providing a bilingual-bicultural teacher for bilingual-bicultural children, would be to eliminate those who have strong negative personalities. Such personalities exhibit extreme defensiveness, extreme anxieties, and other types of personality dysfunctions, often because they happen to be part of a minority group. In this regard, it should be noted that a strongly militant teacher is perhaps the worst influence on a bilingual bicultural minority group member. The strongly militant teacher with overwhelming missionary zeal may incite these children into activities that are not only socially unacceptable but morally reprehensible. A stable personality, a cheerful attitude, and a deep understanding of the children, are all desired qualities in a bilingual-bicultural teacher. Thus, it is important that teachers should not be placed in a bilingual program only because they happen to be bilingual-bicultural in the two languages of the bilingual program, but because they possess qualities that will enhance the success of the program and self-fulfillment of the child.

## Teacher Behavior

The above discussion concerns the preparation intended as the background needed by teachers in the bilingual program. Seldom will they be engaged in teaching directly the system of values of a socio-culture of the children; seldom will they be analyzing the life style of the social classes. They need this cognition and awareness, however, in order to adapt their teaching technique for maximum effectiveness in teaching children of different socio-cultural and language backgrounds.

One of the principle problems in a typical class occurs when the teacher sets in his goals attitudinal, developmental, and behavioral changes that recognize middle-class expectations but ignore all the rest. Often, in situations such as this, the goals set by the teachers are in direct conflict with the cultural values and social behavior of the children. This type of socio-cultural conflict usually has strong negative consequences. The teacher in the bilingual program should state his goals in harmony with the socio-cultural values of the children; otherwise this can cause personality conflicts on the part of the children.

It cannot be overemphasized that the goals set by the teacher must be specified in behavioral terms. This means that the goals should be stated in terms of behavioral outcomes either by way of development or modification. Is the teacher expecting the children to be able to function in a given manner for the purpose of cultural reinforcement or development? For the purpose of growth and expansion? The type of behavioral outcome expected should add new dimensions to the functionality of the child in either language and/or culture.

Careful attention to lesson planning should be given so that adequate pacing according to the learning abilities of each child be

secured. The teacher must realize that different children may have different learning styles and that therefore lesson planning must be flexible, built along the principles of contingency management.

The daily teaching-learning behavior should reflect concern that the children apply systematically the concepts they have learned. Over-verbalization in the teacher's approach is an anathema to great numbers of bilingual children. The teacher must remember that the child coming from an impoverished environment has had little language development in either his native vernacular or in English. Thus, ample use of multiple media such as real objects, models, mock-ups, etc., is necessary. The experiential background of these children is extremely limited; thus, the extensive use of field trips and movies is recommended.

For language acquisition, the audio-lingual approach to teaching a language seems to be the most productive. Besides the regular pattern drills and other exercises of language classes, language learning and practice should be interwoven and should be an intrinsic part of all aspects of the curriculum. For example, it is possible to introduce a new vocabulary in science pattern drills instead of by introducing words in isolation. The teacher skilled in second-language teaching techniques interweaves the practice necessary for language acquisition throughout all subject-matter areas. Also, he gives adequate time and systematic practice to the children, in all subject-matter areas, for listening, speaking, reading, and writing in both languages.

Above all, the teacher should attempt to differentiate all learning activities according to individual differences. Each child should progress at his own speed. In the course of the years, no child should be tied to the lock-step promotion system of most schools. A child should be given an equal opportunity, based on his needs, his capacities and his interests.

Finally, in approaching bilingual-bicultural education, the teacher must be very sensitive to the individual personalities of the students. In dealing with a human personality he should attempt to minimize the dysfunctional pressures that beset the bilingual child because he lives in two worlds. At the same time, he should be careful to minimize the effects of cultural conflict in presentations to the child where cultural elements of the curriculum are in direct conflict with native orientations.

# SECTION 4

# MATERIALS

## Relevance of Materials

Perhaps the most important point to consider in the selection and implementation of materials for the bilingual is that they must be relevant to the program. Although it may seem fallacious, often the materials used by teachers in the regular program are not relevant to the objectives that have been set forth. When it comes to the selection and use of materials for the bilingual program the same thing is apt to happen.

When teachers are not attuned to a particular area of teaching they are unable to discern the subtle differences between two kinds of material. For example, to the language teacher at the junior high level, what is the difference between the Scott-Foresman and the Laidlaw reading series? To the elementary teacher in the regular routine of teaching to a diversified group of children, the differences between two sets of readers may spell success or failure of the reading program. There is also danger that the teachers, even though bilingual, may not choose with enough discrimination the materials that adequately reflect the objectives, the curriculum, and the learning activities of the bilingual program.

Although, at present, there is a dearth of material for bilingual-bicultural programs, the materials that are in existence tend to be translations from English originals. Very little material has originated in Spanish. Some of the materials that are translated are, indeed, very good; especially those which deal with the sciences and mathematics. However, some of the other materials that are direct translations from English do not fit into the socio-cultural context of a foreign language. Similarly, some of the materials imported from Spanish-speaking countries, such as Mexico or those of South America, do not fit properly into the socio-cultural context of the Spanish Southwest. They appear unrealistic to the student. Some cultural materials, when translated into English, lose their essence from sheer loss in translation. The Spanish materials of foreign countries may lose their vitality because they have been developed for a socio-culture that is different from the socio-culture of a minority group in the United States.

## Diversity

The dearth of materials for the bilingual program has a serious effect on the diversity of materials. It must be remembered that the same range of capabilities and interests found in a non-bilingual group will be found in a bilingual group. Therefore, it is most important to provide the student with as much diversity of material as possible.

It would be a fallacy to lock everybody into a common curriculum in all aspects of the program. Some parts of the program can be better taught in large groups and perhaps be part of the core. But other aspects must give free range to the capacities, aspirations, and interests of the student. The materials for this program should, as much as possible, enhance diversification in learning activities.

Another factor to consider is the span of attention possessed by some of these children. In all probability, it is much shorter than that of the average child. This factor may be a characteristic of their poverty. The teacher must take this fact into account in teaching approaches and use of materials. The unusual type of interest, or low interest levels, must also be considered by the teacher in selecting materials. It must be remembered that the bilingual child (usually culturally different as well) comes from an environment that is different from that of the typical middle-class Anglo child. Thus, his perspective and interests may be quite different from those of the middle-class child.

## Materials and Learning

The materials should enable the teacher to widen the scope of his teaching approaches. It has often been said that the disadvantaged child needs a wider variety of teaching approaches than the normal child. One must remember that the bilingual, impoverished child is a seriously disadvantaged child. The diversification of methods that could profitably be used in teaching these children is very wide. However, how is a teacher going to implement a wide variety of teaching approaches if he does not have the materials with which to do it?

Much of the material to be used must be produced by the teacher because little is commercially available. He must also create materials for a specific situation. The teacher should, therefore, have at his disposal enough raw material and any necessary duplicating equipment to expedite the process. Teacher aides would no doubt be of great help.

## Materials for the Minority Group

Lastly, the materials used should reflect the culture of the bilingual minority. The problems associated with acculturation must be taken into account when producing, selecting, and using materials. Such personality problems as dislocation and alienation may be present in the children. For example, the Mexican-American child may hate his Mexican-American environment and at the same time be seriously alienated from the environmnet of the school. The wise use of materials can help to at least reduce, and possibly to solve, this problem.

It is difficult for a majority-group member to realize why it is so important to show respect for the minority-group's culture and traditions. Minority groups in the United States historically have been

the objects of discrimination and their ways of life subject to all types of derision. This has produced a certain amount of defensiveness on the part of minority-group members. More seriously, however, the socialization practices of the majority group toward the minority create a doubt in the minority-group member as to the greatness and worth of his native culture and mother language. At the same time, social patterns keep certain doors of the majority culture milieu closed to the minority member. This gives rise to a feeling of uncertainty concerning his background. This lack of certainty in relation to his background and himself creates doubts in the self-concept of the minority-group member.

Thus, the program, the teaching approaches, and the materials used should reflect respect for the minority-group culture. The minority-group member should be allowed to express pride in his cultural heritage. The materials for instruction, over and beyond the language content, should comprise a full dossier of the minority-group's values, history, and traditions. This is vital, if for no other reason than to help the individual develop a better personality be instilling in him a sense of pride for his cultural heritage.

## SECTION 5

## EVALUATION IN BILINGUAL EDUCATION

Evaluation, in bilingual education, includes most of the problems and processes already identified in the field of evaluation and measurement. However, there are several issues that need the special attention of the bilingual educator. Needed are long-term goals for the program, short-range goals (from a few weeks to a year's duration), and most essential, community participation in the setting forth of these goals. Goals need to be continually evaluated for their relevance. Communities as well as their schools are in a constant condition of flux or change. It is imperative that the goals of education continually reflect these new directions and new purposes.

### Statement of Goals

The statement of goals should include the three major thrusts of education:

1. The cognate domain: the learning of facts, relationships, and applications of knowledge.

2. The domain of psycho-motor skills.

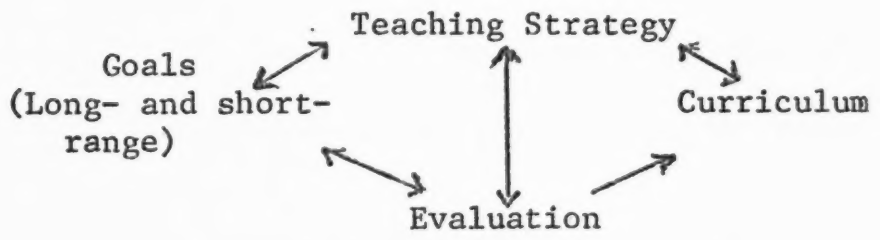
3. The affective domain: feelings, attitudes, and the self concept.

The goals should be stated in definite behavioral terms so that meaningful appraisals can be made of the degree to which the learner's progress in the program.

It is a time-consuming task to sit with parents, teachers, and interested members of the community to identify the long-range goals for an adequate educational program. It also takes considerable time to specify long-term goals in terms of behavioral objectives. Time and energy are required to convert long-range goals into their short-range components; to these also must be affixed their behavioral counterparts. Patience and professional "know-how" are required of the educator in order to solve these complex problems.

The focus for long-term goals is upon ultimate behavior, the behavior that one can anticipate as a final, total result of the bilingual program. The next step, after one has defined ultimate, or longe-range goals, is to prepare short-term goals based upon the same theme. That is, at what point need we begin to teach the learner how to apply for a job? We must remember that both oral and written skills are involved in performance here.

For purposes of discussion and example, we select several goals commonly set for bilingual programs, and show how the many analyses can finally result in a comprehensive plan for continuous evaluation and reappraisal. It should be noted, parenthetically, that a well conceived evaluation plan should have immediate relevance to three other components of the program: curriculum, teaching strategy, and goals. The paradigm follows:




Evaluation can be seen as an integral portion of the total education process.

For our examples, we analyze "Proficiency in English," "Familiarity with Household Tools," and "Self-Perception."

## Cognate Goal: Proficiency in English

We assume, for our example, that this is a long-term goal agreed upon by the school community. In our talks with members of the school community, we must find out just what behaviors are expected of these children. From the results obtained questioning, we might distill a set of behaviors that is expected of the high school graduate or possibly of the student of the tenth or some other grade. Used only as an example, the standards of performance might be set up as follow:

1. The student writes a letter of application for a job. His performance is rated:

   a. The letter is neat (not more than one erasure or correction).

   b. The words are spelled correctly.

   c. The address is correct.

   d. All of the questions (for an application form) are correctly filled in.

2. The student writes a personal letter to friends:

   a. The spelling is correct.

   b. The grammar is correct.

c. He includes a return address on the envelope.

3. The student is interviewed for a job:

   a. He is dressed according to the business norms of the day.

   b. He answers questions clearly.

   c. He asks questions clearly.

   d. He is poised and alert.

4. He voluntarily selects fiction from the school or public library at least once a month.

5. He names the reference he would use to find information on:

   a. Job Opportunities

   b. Training opportunities

   c. "How to do" as in growing vegetables, rearing children, taking a trip, etc.

The above set of behaviors could be augmented by specifying certain scores for typical tests of English proficiency, homemade tests of English and grammar, etc.

We might suggest that certain behaviors be specified for Grade 9, another set for Grade 10, and so on. We might agree that the ability to write a letter of application should be assigned to Grade 10. In this case, we devise a set of sub-behaviors which comprise the broad goal, e.g:

1. The pupil writes letters of job applications:

   a. The words are correctly spelled.

   b. The letter contains not more than one erasure or other correction.

   c. The letter includes personal data: age, date of birth, citizenship, residence, telephone number, draft status.

   d. The letter gives a brief description of the applicant: hobbies, interests, activities, clubs, positions of leadership, athletics, other responsibilities, work experiences (including baby sitting, work at home, and in the neighborhood).

   e. The letter shows how the applicant could contribute to the employer.

f. The style (headings, paragraphs, etc.) are according to accepted business practice.

The same goal would be examined for its significance at each level of instruction. Behaviors would be specified for each of the levels.

This is the first step. Next comes the plan for determining the extent to which the learner has achieved the goals(s). We could apply a standardized test. We might simply assign each pupil to prepare a letter of application and score the letter with a checklist which corresponds to the various elements specified in the anticipated behaviors. This stage of evaluation, planning for collecting data on goal achievement, follows the various stated goals explicitly. It should be apparant that this step will be expedited IF the goals are clearly and behaviorally stated.

We should bear in mind that paper and pencil devices are only one approach to evaluation. We might, for instance, want to see the learner respond in a role-playing situation where he was asked to participate in a job interview. In this context, evaluation becomes part teaching method and part measuring device. Observation schedules, checklists, interviews, are only a few of the many techniques available.

As we conduct our evaluations, we may begin to feel that some of the unsatisfactory results are due to teaching methods or to curriculum. If so, we would want to apply remedial measures to those aspects of the program rather than to the learner. Sound programs of evaluation should lead to this latter type of analysis. Such data can serve as the requisite feedback for program strengthening. It can help parents and community members assess more accurately the functioning of their educational programs.

Psychomotor Goal: Familiarity with Household Tools

As before, we assume that our school community has agreed upon this goal for our program. We must define the expression, "household tools." Perhaps this includes can opener, shovel, knife, knife sharpener, saw, screwdriver, hammer, and pliers. We might further define "familiarity with . . ." to mean, "The pupil uses the tool in appropriate situations." Our list of behavioral goals for the broad long-term goal might then include the following:

1. The child recognizes the following tools: scissors, can opener, shovel, knife, etc.

2. The child explains the principal use of each tool.

3. He demonstrates the use of each tool.

4. He suggests other, less frequent applications.

5. He shows how each tool should be handled for maximum safety. Separate definitions should then be prepared for each tool.

6. He shows how each tool should be treated to ensure long use. Here again, separate descriptions are needed.

Having agreed thus far, our next step is to determine at which levels in the program the various tools are to be considered. Next, we must devise some type of evaluation technique: performance test, observation schedule, or others.

## Affective Goal: Self Concept

Probably we would agree that a major function of the program is to enhance the learner's self concept. Several words need to be defined: "enhance" and "self concept." Self concept might include attributes like:

1. Feels that he can be or is successful in school.

2. Feels that the "system" is favorably disposed toward him. (Note: This denotes a certain amount of the judgment of values. A learner might accurately perceive that the "system" was <u>unfavorably</u> disposed.)

Each of these definitions embodies a set of concepts requiring still more definition. Let's look at the first concept of being liked.

It is reasonable to believe that the goal of "being liked" extends throughout the grades. In Grade 1, we could ask the child questions such as:

1. Who do you like to play with?

2. Who likes to play with you?

Or, we could simply observe and see who plays with whom, in the room, on the playground, and to and from school. Sociometry, observation, and pupil diaries might be used to evaluate the goal. Again, as in our previous examples, we would look for the connection between evaluation data and teaching strategies and the curriculum, for explanations.

## Summary

Evaluation is an integral element in the teaching-learning process. It is based upon both long and short term goals. The educational community assists in the formulation of goals, and it helps us to study the implications of evaluation data. The implications could lie in the realms of basic goals, curriculum, or teaching strategies.

The prime consideration is that the goal be stated in terms of the behaviors that we expect the learner to exhibit on attainment of the goals. A variety of evaluation techniques is available. A variety should be applied in order to obtain the abundance of data applicable in the bilingual program. The effort to translate general educational goals into specific behaviors for specific levels is formidable. Administrators must find ways to free staff so that this important goal can be achieved.

Finally, the school and its community are in a state of flux; in some cases, rapid flux. Consequently, goals must be revised from the points of view of change, as well as of relevance.

## SECTION 6

## COUNSELING THE BICULTURAL-BILINGUAL STUDENT

A bilingual-bicultural education program, i.e., one that prepares students to be linguistically competent in two languages and prepares them to be knowledgeable and socially adept in two cultures, is a very laudable ideal. However, one must be aware of the inherent pitfalls in this type of educational program. While one may teach the values of each culture, when these values are in conflict, the school frequently must make a choice in its organization and administration between these or effect a compromise. For example, if a culture feels that formal education is not important, how can the school exist? If a culture feels the present is important and not the future, how can education, which is based on preparation for the future, exist? In other words, a bicultural-bilingual educational program attempts to present both languages and both cultures with the inconsistencies, allowing for the student to choose among them or the ideal - to become adept in both languages and cultures so that he may move freely between them. Counseling students in this educational system, of course, is as complex as education with the added variables of the individual's needs and desires.

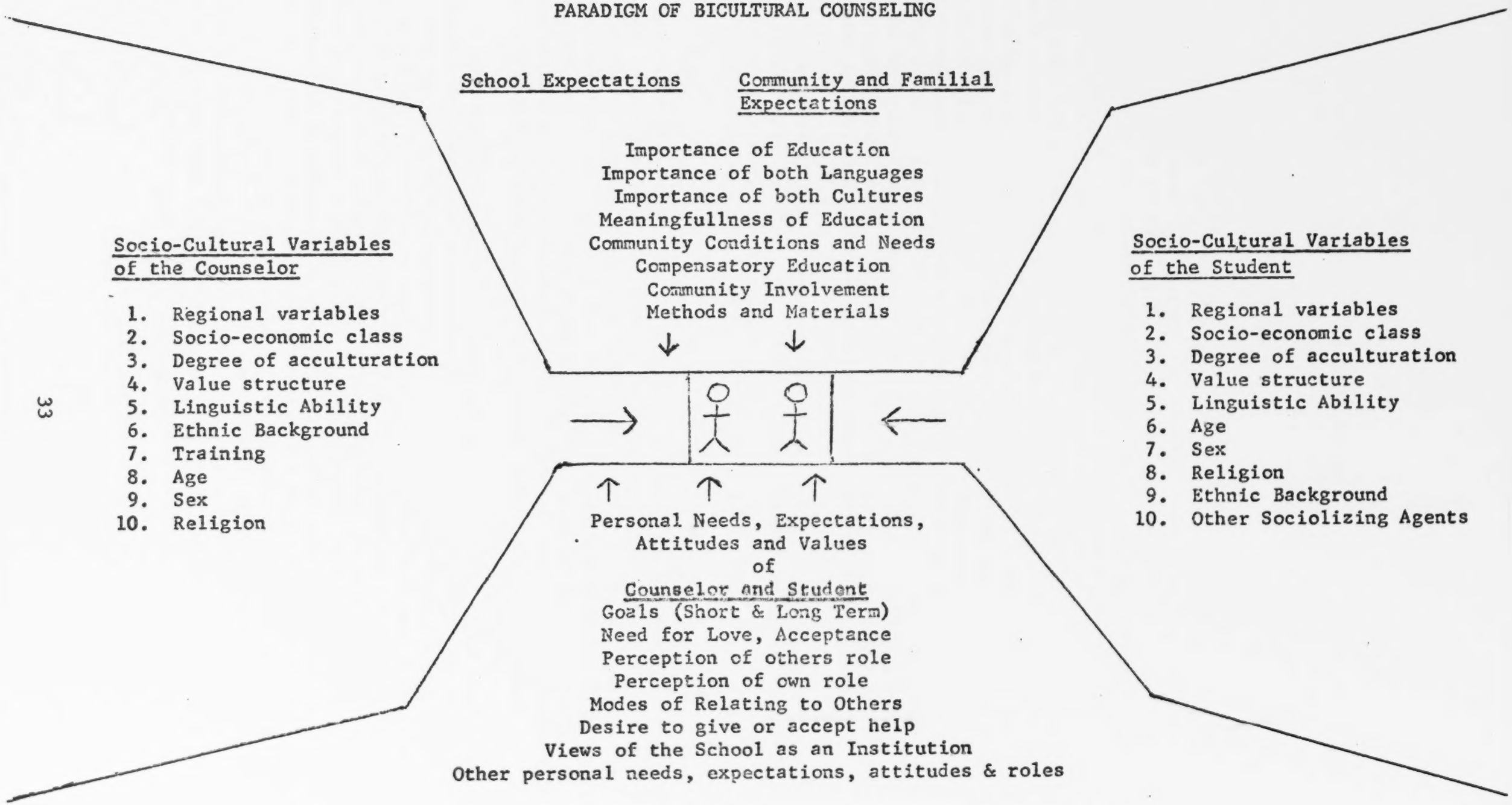
The counselor has long pictured himself to be the advocate of the individual child. The bicultural-bilingual child is in special need of an advocate since problems imposed by language and culture are apt to make the child's adjustment quite difficult.

The paradigm on the following page exhibits some of the factors involved in bilingual-bicultural counseling. Later, the more crucial of these elements will be discussed

Counseling any student is considered a long developmental process due to the complexity of coping with everyday problems. In counseling bicultural students the process becomes more complex because of the interjection of conflicting values, the process of acculturation, the use of two languages and other socio-cultural variables. Hence, the counselor of bicultural students must, in addition to the usually demanded skills, be knowledgeable in other areas. Discussed below are some of these more crucial skills and characteristics which the counselor must possess.

1. Knowledge of both cultures. As ironic as it may seem, the counselor should have a knowledge, first of his own culture. This would mean that he is very sensitive, not only to the basics of his culture, but also to the inconsistencies of it so that he may view it objectively and evaluate its strengths and weaknesses. Secondly, he must be very familiar with the characteristics of the second culture so that he can readily isolate those values that are likely to conflict. The counselor is going to have to help the student personally resolve conflicts, or be able to live with conflicting situations, if the student is going

PARADIGM OF BICULTURAL COUNSELING



to be truly bicultural. Knowledge must go beyond a superficial stereotyping of each culture. The emotional commitment and the practical worth of a culture must be felt by the counselor personally, as the student is likely to feel them.

It is not enough to say that many Mexican-Americans and Indians are cooperative rather than competitive, that many Indian groups wish to live in harmony with nature rather than modify it, that both of these groups and most of the lower socio-economic live in the present rather than plan for the future, that many of these groups do not consider education of much importance, that many individuals within this group do not like to rise above their peers, that those of the lower socio-economic group are more frequently aggressive in their relationships with others. The counselor should have a feeling for the worth of these values to the bicultural student so that he does not look upon these simply as values to be changed, but rather as values that serve a function in one situation that may not be functional in another. Only with an empathetic approach can the counselor-student put these values in perspective within the two cultures. Also, it will modify the method used in counseling with the student. It is rather useless to force a student to make a choice that will come about four to eight years later when, in practice, he does not plan ahead more than a few days.

A thorough knowledge of both cultures will also allow the counselor to become more sensitive to individual variations among the people of the culture. This will prevent him from operating in a manner that may do injustice to members of the culture who vary from the culture's norm.

2. <u>The counselor should have an appreciation of both cultures</u>. Implied in this notion is the assumption that the counselor is, himself, truly bicultural and can operate in both cultures. This would allow him to serve as a model of a true bicultural person and prevent him from adopting the position that one culture is superior to the other. A warning must be added at this point. That is, that frequently a model of a teacher or a counselor who is truly bicultural may appear so unobtainable to the students that he may not function effectively as a model.

3. <u>Knowledge of the process of acculturation</u>. This knowledge is crucial for any bicultural counselor. Without it he is likely to misinterpret much of the behavior of the students. When, during the process of acculturation, a student rejects his own culture, a counselor may accept this at face value rather than recognize it as part of the process and put it in proper perspective. He must also recognize that the process of acculturation is different among bicultural groups. Within Indian groups this is sometimes rather vicious in one tribe and may be a smooth process in another tribe. This knowledge of the process of acculturation is indispensable when combined with the knowledge of cultural values. For example, when a Mexican-American violently denounces other Mexican-Americans and refuses to speak Spanish, this frequently must be tied into both the culture from which he comes and the progress

he has made in acculturation. This transition period may be one that is appropriate for learning the values of the new culture while he rejects those of his group. It may be a mistake to attempt to force him to accept his heritage in an attempt to build up the worth of his own group until he has enough security in his new found position to accept it more graciously.

A great deal of behavior of students in the process of acculturation involves the selection of certain elements of the new culture while disdaining other elements. Frequently the student will accept what many persons would describe as the most objectionable elements of the new culture while rejecting those elements that impose a great deal of responsibility.

4. Ability in both languages. This knowledge on the part of the counselor is desirable because students, when they are not adept in English, find it very difficult to express what they feel in English and yet are able to do it in their native tongue. Others may feel closer to someone who can speak their native language and, hence, seem to relate to them more effectively. Again, it is necessary to qualify this statement in that this relates, also, to the process of acculturation. Frequently a student in the process of acculturation will not want to use his native language even if he can communicate more effectively in it. Secondly, in the process of acculturation when he may reject his own ethnic group, he may reject someone who is of that group or speaks that language and hunt for someone of the dominant culture with whom he may feel more free.

At this point, one might have jumped to the conclusion that what is indicated for a counselor of bicultural students is someone who is bicultural himself, is of the same ethnic group and has become trained as a counselor. Again one must look critically at this generalization before accepting it. As previously noted, students themselves, during acculturation, do not want to become closely associated with a member of their group. Other variables that may mitigate against counselors coming from the same ethnic group are the following:

a. Frequently some bicultural groups will assume that members of the dominant culture are more knowledgeable and have more faith in them.

b. Frequently people of a culture, when they have been through the training program for becoming a teacher or a counselor, are punitive toward their own group. They sometimes assume the attitude that "I made it, why can't you?" Stated another way, frequently the counselor himself has not fully completed the acculturation process and is quite rejecting and punitive toward his own group.

It would appear that the counselor should be bicultural even if he is not from the same ethnic group. This bicultural counselor is

likely to avoid an important hazard in counseling bicultural children. This hazard is that frequently counselors and teachers, upon exposure to another culture, suffer the same cultural shock that students suffer when they come to the school. They begin to question their own values; they begin to feel insecure in what they believe and to act in an erratic manner. If not truly bicultural, the counselor should at least have, at one time, been exposed to another culture sufficiently so that he has gone through the questioning of his own values and beliefs and is not likely to suffer from cultural shock.

Two other positions common to bicultural counselors should now be explored. One is the position of some counselors that they feel they must glorify the culture from which the student comes, and the second is that they must completely ignore this culture. Both of these positions, in the long run, cause conflict for the student. The counselor who attempts to glorify the culture indicates to the student that it is perfect, that there is nothing wrong with it, that he should perpetrate all aspects of it. As all cultures tend to evolve and modify their structure, an attempt to glorify a culture is to attempt to hold it static. The glorifying of the culture also is very confusing to the student. He is frequently exposed to others who are very critical of his culture and someone who glorifies it tends to throw him into conflict. Secondly, he is usually aware that there are some aspects of his culture that are not too desirable and he would just as soon reject those. The person who glorifies a culture makes the individual feel that perhaps he is not as accepting of a culture as an outsider who really has not been exposed to it and feels that he should have greater appreciation for it. Frequently, the glorification of a culture will prevent the student from either assessing his culture or exploring the other culture.

This criticism of those who glorify a culture does not preclude an individual from appreciating the facets of a culture that do have merit. What is referred to here is going beyond this and interjecting a worth that probably does not exist to the extent that the glorifier indicates. It should be noted that glorification of a culture of many bicultural students is frequently used as a remedial technique to combat those individuals who tend to downgrade this culture. It is the author's contention that a sincere appreciation of admirable facets of a culture is more therapeutic than glorification that is removed from reality.

A second type of counselor is the one who attempts to enculturate and, in effect, destroy all vestiges of the first culture. This is, of course, probably worse than those who glorify the culture. The effect of downgrading a culture to the student is that, if he questions the worth of his culture and of his language, he inevitably questions his own worth. The hideous practice of enforced enculturation has been attempted sufficiently over the years with Indian and Mexican-American groups and we have, I think, sufficient evidence to say that this is an ineffective approach.

What has been alluded up to this point is that in counseling bicultural students there are likely to be a great deal of incongruent

elements. These incongruencies exist between persons, between institutions, and between cultures. One of the crucial elements of bicultural counseling is that it exists in an atmosphere where these incongruencies are limited to those that must be surmounted rather than to interject incongruous situations when not necessary. Referring back to the paradigm, one must recognize that all of the elements indicated there tend to raise situations that cause conflicts because they are incongruent.

In bicultural counseling, then, it is very advantageous that the school's expectations, and the community's and the family's expectations, become as congruent as possible, and that all of these factors are set up in such a manner that conflicts are not built into the structure. As one adds conflicts between the cultures and the value systems, these are enough to cause problems without having the organization itself highlight problems.

5. Other obstacles to counseling. The bilingual-bicultural student frequently comes to the counseling session with a lack of experience in the dominant environment that is ordinarily assumed in counseling. Information about jobs is frequently written at a reading level which is beyond the bilingual student, but also assumes the student to have had experiences within a culture that allow him to appraise these jobs - experiences which bicultural students have not had. The counselor is frequently saddled with the job of first offering the student some broadening experiences before he is then asked to choose among these experiences in the way of curricular and occupational placement. Another weakness in counseling the bicultural student is the lack of adequate appraisal instruments; most of the standardized tests are not validated for bicultural students and, hence, are not too appropriate. They are not entirely inappropriate insofar as predicting scholastic achievement is concerned - however this is frequently misleading in that low achievement will be predicted, and often expected, limiting the opportunities for the student to change these predictions within the school system. Another crucial obstacle to counseling bicultural students is their feeling that they are rather powerless in the dominant culture and, hence, actually are not free to choose among the opportunities that exist therein. These obstacles, combined with the problems previously cited, indicate that the counselor must function in a different manner if he is going to be successful. Some of the counseling procedures indicated appear outlined below:

a. Reduce the artificiality of counseling: While many students consider the counseling relationship artificial, or not within their realm of experiences, this is doubly true of the bicultural student. The staid counseling room with its desk and chairs frequently does not lend itself to their talking very comfortably with a counselor. Spontaneous relations that may occur in the halls, the playground and other such places, frequently would be preferable for these students.

b. Variable methods of appraisal: Appraisal of the bicultural student should not hinge entirely upon the traditional standardized instruments and should generally be viewed as being very tentative. It is not unusual to find that in many schools a high proportion of the bicultural students end up in classes for the educable mentally retarded but have not been considered retarded before they entered school, nor are they considered retarded after they leave school. These students have been classified as retarded solely on the basis of traditional curriculum and appraisal techniques. The counselor must use a wide variety of appraisal methods including how the student functions within his own culture as well as within the dominant culture in the school. He should be constantly alert for behaviors that would indicate potential ability which possibly would not be indicated in any other situation. These activities might include behaviors observed in less formal situations that might be indicative of latent ability.

c. Role playing: If bicultural students are to learn a wide variety of new roles that would be appropriate for the dominant culture, they must have an opportunity to learn these new modes of acting. Role playing should not be restricted to the counseling office but should be an integral part of any bicultural curriculum. Role playing would allow the student to explore, experience and perfect new roles that he will have to learn if he is going to be truly bicultural.

d. Worth and power: Interjected into many of the school's activities must be an opportunity for the students to engage in activities that will result in their feeling a sense of worth and, beyond that, a sense of power; that they have the ability not only to modify their own life but to choose among two cultures and to forge a life for themselves. The student must not be looked upon as someone to be molded but, rather as someone with potential and power who, when given the proper opportunity, will achieve a satisfying life for himself. This is probably more of an attitude that should be held on the part of all school personnel than it is a particular activity or technique.

c. Avoid unwarranted assumptions: Just as one of the problems faced in the school curriculum is that of a lack of experience which results in unwarranted assumptions about the background and learnings that these children had in their repertoire, counseling also is based frequently on many unwarranted assumptions. One cannot assume that many of the values that are implicit in various choices exist in many of these children. This is particularly true when certain work values are assumed. The dominant middle class frequently assumes that children are hunting for a job that is intrinsically interesting. Many students of another culture do not look at

work as having to be interesting and are operating on an entirely different set of work values. If the counselor misconstrues these and reads these into the student when he in effect does not have them, much of the counseling will be ineffective.

f. Non-verbal communication: Many of the bicultural students will feel quite inept at communicating in verbal ways. However, many of these same children are adept in communicating through activities or non-verbal types of communication. The counselor must be sensitized to not only receiving but imparting communications when involved in activities, or imparting these communications physically, rather than assuming that he must impart all of these in a highly verbal manner.

## Selection and Training of Counselors

The counselors of bicultural students should, of course, have the same attributes that are currently sought in counselors of the dominant cultures. These would include someone who has the ability to relate to people, one who is empathic, and has skills in interpersonal relationships. Beyond this, one would hope that the bicultural counselor would, in his background, have experienced sufficient bicultural contacts so that he feels comfortable in bicultural situations. In addition, he should have an interest in the culture in question so that he can not only be a counselor in the school, but also a cultural participant - a person who likes to attend both community and school functions and who likes to become involved with the particular ethnic group in question.

The training of this counselor should also involve a maximum amount of bicultural contact. The students he works with during training in practicum-type situations should be of various ethnic groups so that he becomes not only more sensitized to these children but learns to relate to them in a variety of new and different ways.

The training of this counselor should accentuate the cultural values of the group with which he will work, the process of acculturation, and all of the factors previously discussed. In other words, each aspect of the guidance service must be modified when dealing with bicultural groups and probably the only way that expertise in each of these areas can be obtained is that bicultural students should be considered when discussing each of these. For example, when discussing Occupational Information, the use of occupational information with bicultural students should be thoroughly studied. When discussing tests, the validity and usefulness of these tests with bicultural students should be discussed. The training programs for counselors of bicultural students should include, as a matter of course, the impact that counseling bicultural students will have upon this training as each of these facets of counseling is explored, studied and mastered. The training of a bicultural student counselor, hence, is largely non-existent at this time.

The present general assumption in training programs is that if you train counselors in the usual skills needed, they will be able to modify these when they are exposed to the bicultural student. Much of the skills needed in dealing with bicultural students are at a rather superficial level and incidentally included in the program rather than being incorporated into the general training program. The superficiality thus instilled is likely to result in a counselor who stereotypes the students and who is not really tuned in to the subtleties of cultural conflict, acculturation and individual uniquenesses within each culture. Many of these counselors function in an admirable manner because of their willingness to learn. Turning out counselors, however, who are willing to learn and are open to new experiences, does not sensitize them to some of the problems they would face, nor does it give them some of the more subtle understandings that are needed. What is probably needed is a training program that would deal with these various subtle aspects of counseling bicultural students so that a counselor trained in this program would then be able, with some study, to modify these for various cultures.

It would not be feasible to advocate that training programs be set up for each ethnic group since there is no assurance that the counselor would end up with these ethnic groups. It would seem, however, that preparing counselors to counsel with both the dominant culture and students of other ethnic groups would sensitize him sufficiently to the individual differences and processes involved so that, even were he to counsel only with the dominant culture, he would probably be a better counselor than had he not been exposed to these experiences. Because of the similarities between various ethnic groups and the culturally impoverished, and since there are groups of students in these categories in almost every section of the country, perhaps a good solution to the problem would be to incorporate, within counselor training programs, the skills needed to counsel with those who are ethnically different.

# PART II

# INITIATING AND IMPLEMENTING THE PROGRAM

## SECTION 1

## INITIATING
## THE BILINGUAL EDUCATION PROGRAM

There are definite steps that need to be taken in initiating and implementing any type of school program. The major steps can be classified as follows:

1. Conceptualization of Ideas for Change
2. Community Survey
3. Determining Type of Program
4. Setting Objectives and First Definition of Program
5. Piloting
6. Implementation
7. Evaluation

Figure 1 shows a likely flow of activity in initiating and implementing the Bilingual Education Program.

This section attempts to give concrete suggestions for initiating and implementing a Bilingual Education Program.

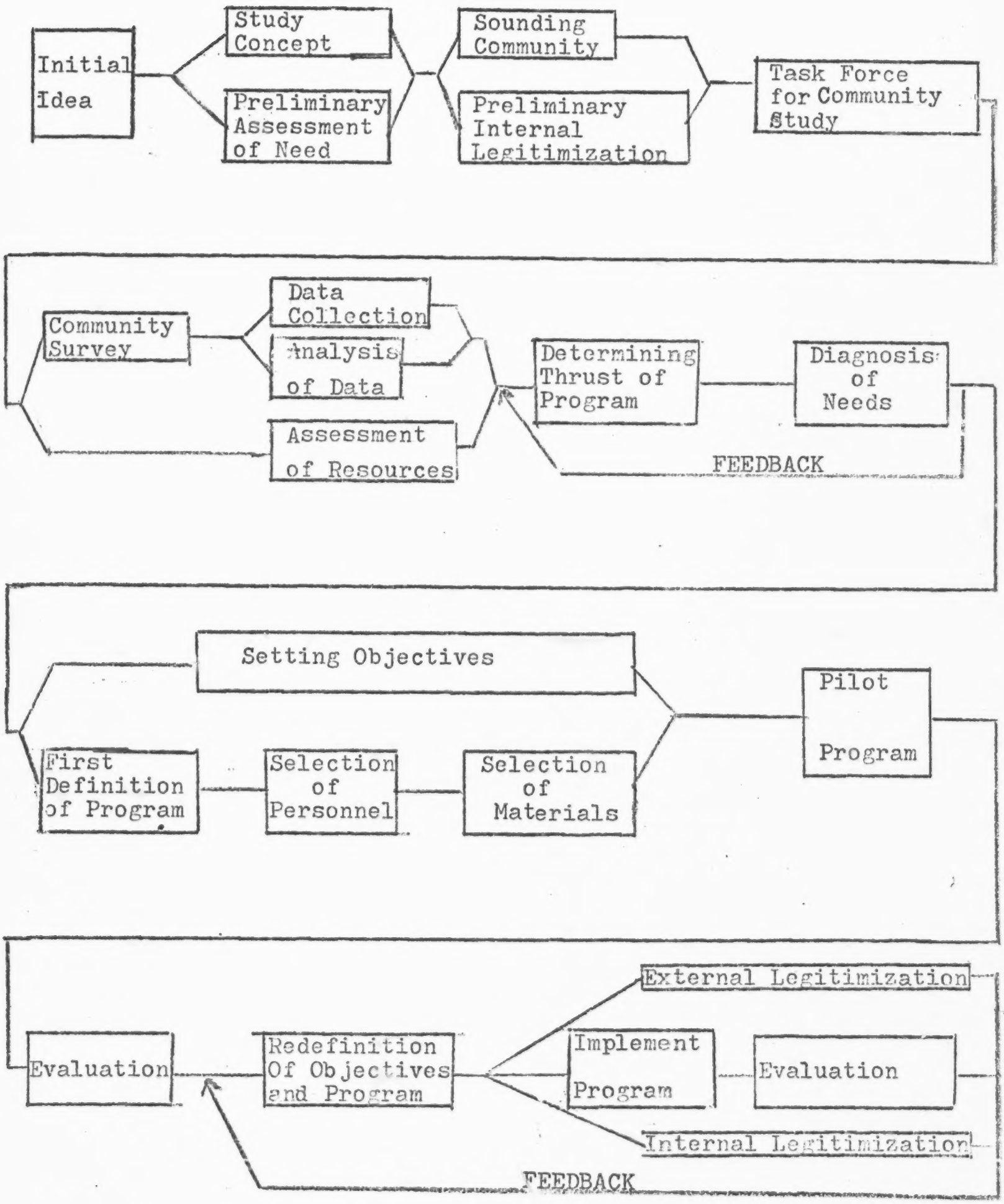
### Conceptualization of Ideas for Change

It is not important to pinpoint where the idea for change may have originated. It may come from the interest of staff personnel, from State education agency pressures or from federal funding enticement. Regardless of the origin, the concept must be analyzed for its intrinsic worth, soundness of theory and possible implications for the local situation. In other words, attempts at any type of change must be rational, directed and relevant to the situation. Change for the sake of change is irrelevant. Once the conceptualization for a bilingual education program and possible implementation regardless of extent of change needed in the system, it behooves the system to develop as much expertise as possible. To this end it is desirable to designate a small number of the staff to start studying in depth not only the nature of the concept, but also to think in terms of relevance to the concept evaluation. This means that an overall notion of need must be arrived at and preliminary concepts of means of implementation must be suggested.

At this point the public relations system must start informing the community about the contemplated change. It must sound out the community as to the general acceptance of the idea and, if alternatives are possible, which ones are more desirable. It cannot be overstressed

FLOW CHART OF PROGRAM

INITIATION AND IMPLEMENTATION



that contact with the community at this early stage lays the groundwork for cooperation when the program gets underway.

Also at this point the staff that are not yet involved in the contemplated change must be appraised of the situation. This legitimization with the staff must be done with as little a threat as possible -- neither added loads nor differential treatment for teachers who will participate in the bilingual program must be insinuated. If the opportunity warrants, perhaps in-service training may take the direction at this time of studying bilingual education and what it means for the particular school in question.

Naturally, there will be some staff members who may be more interested than others in bilingual education and some who will not be interested at all. From the interested group, the nucleus of a task force should be formed to carry on a community survey. The structure of the organization of the survey is not the concern of this paper. What is of concern is that there be sufficient expertise in community survey and the analysis done on it to do a competent job. A good task force can turn up invaluable information for the school systems as a whole but particularly for the implications of a bilingual program.

## Community Survey

It must be remembered that bilingualism penetrates into the core of interrelationships of a society. Cultural differences, social class stratification, prejudices and discrimination, and power structure as well as social and personal disorganization are all part of the package that one may call bilingualism. Therefore, a viable bilingual education must be founded on a thorough analysis of these socio-cultural phenomena. To do otherwise is to build a program on shaky grounds.

It will be the job of this task force to decide what kind of data is needed and to design a research study that will adequately gather the data and properly analyze the findings. This may require professional help, and it would be money well spent.

### Data Gathering

The data gathered must be of two types: (1) sociological, and (2) cultural. It must be remembered, however, that data collected is useless unless it is analyzed for some particular purpose. In the case of the bilingual education program, data should be gathered and analyzed to establish the bases:

1. To establish a socio-cultural/socio-psychological base to interpret individual differences.

2. To decide what kind of bilingual program is needed.

3. To determine the extent of differentiation that is needed in the

program because of group differences.

4. To determine the amount of enrichment needed in the program.

5. To determine the extent of compensatory education that is needed in the program.

6. To determine what bicultural elements to include in the program.

7. To establish the nature of intergroup relations patterns in the school community to determine the types of learning activities that would ameliorate present negative conditions, strengthen present positive ones, and promote new wholesome relationships. This is necessary to make the bilingual education program a viable tool for socialization purposes.

8. To establish the base for modification of teacher behavioral patterns for more effectiveness in teaching bilingual-bicultural children of different socio-economic levels.

9. To establish the ramifications and repercussions that bilingual-bicultural education may have on the community, the parents, and the students.

## Frame of Reference

In order to accomplish these purposes, not only must sufficient data be gathered, but it must be collected within a frame of reference that will enable analysis for the purposes stated above.

For an exhaustive community survey, the following outline is suggested.

### The Community Survey

1.0 General characteristics of the school community

- 1.1 Geographical setting
- 1.2 Size
- 1.3 Topographical data
- 1.4 Relation to larger community, region, and state
- 1.5 Overlapping communities

2.0 Historical setting

3.0 Social setting

- 3.1 Population characteristics
  - 3.1.1 Age groups
  - 3.1.2 National groups
  - 3.1.3 Ethnic groups
  - 3.1.4 Social class groups

6.7 Banking patterns

7.0 Community dynamics

7.1 Objectives of the community

7.2 Factors affecting community objectives

7.3 Community leadership and power structure

8.0 Problems of the community

9.0 Intergroup Relations

9.1 Extent of Amalgamation

9.2 Accommodation Patterns

9.2.1 Minority-Majority group relations
9.2.2 Patterns of discrimination

For the specific purposes of the bilingual education program information on the following areas must be obtained.

1.0 General characteristics of the school community

1.1 Geographical setting

1.2 Size

1.3 Relation to larger community, region, and state

2.0 Historical setting

3.0 Social setting

3.1 Population characteristics

3.1.1 Age groups

3.1.2 National groups

3.1.3 Ethnic groups

3.1.4 Social class groups

3.1.4.1 Occupation
3.1.4.2 Income
3.1.4.3 Dwelling area
3.1.4.4 House type
3.1.4.5 Education attainment levels

3.1.4.1 Occupation
3.1.4.2 Income
3.1.4.3 Dwelling area
3.1.4.4 House type
3.1.4.5 Educational attainment levels

3.2 Population mobility

3.3 Housing

3.4 Religious life of the community

3.5 Private health and welfare organizations

3.6 Organizations in the community

4.0 Socio-cultural background of the community

4.1 Cultural groups and their values

4.2 Social classes and their values

5.0 Political setting

5.1 Relationship and interaction among government units

5.2 Governmental services

5.3 Political parties, factions, and their influence on the total community

6.0 Economic setting

6.1 Principal industry(ies) of the community

6.2 Sources of income

6.3 Occupational groups and income strata

6.3.1 Management groups
6.3.2 Occupation groups
6.3.3 Number of school families on welfare

6.4 Sources of employment

6.4.1 Private
6.4.2 Government
6.4.3 Other

6.5 Trade associations and labor unions

6.6 Shopping patterns

3.2 Population mobility

3.3 Religious life of the community

3.4 Organizations in the community

4.0 Socio-cultural background of the community

4.1 Cultural groups and their values

4.2 Social classes and their values

5.0 Problems of the community

6.0 Intergroup Relations

6.1 Extent of amalgamation

6.2 Accommodation patterns

6.2.1 Minority-majority group relations
6.2.2 Patterns of discrimination

It is possible to gather these data using different frames of reference. For example, in the general outline, 7.3 Community leadership and power structure, one can use Hunter's Reputational Approach to determine the power structure in the community. In 5.0 Political Setting, Homan's Gate Keepers Model could be used to analyze the political structure and function of the community.

With regard to information to be gathered for the Bilingual Program, no frame of reference is needed for 1.0 and 2.0 because this is background information. No frame of reference is needed for 3.0 Social Setting. These data become the independent variables or categories by which the data on 4.0 Socio-cultural background of the community can be analyzed into meaningful constructs.

For 4.0 Socio-cultural background of the community, a frame of reference that will enable cross-cultural comparisons is necessary. There are many frames of reference that have been developed for cross-cultural comparisons. Among such is the Pattern Variable of Parson's Action frame of reference. Kluckhohn and Strudbeck developed a frame of reference to compare variations in value orientations of different ethnic groups. The frames of reference range from a high level of abstraction to quite behavioralized statements. It is important that the frame of reference selected for analyses of the data be operational for use in the school setting without undue extrapolation.

With this criteria in mind, it is suggested that the modified Action Frame of Reference be used. This frame of reference has the

advantage of describing the behavior pertinent to the social institutions as well as stating the values attendant to such behavior. Figure Two is a schematic representation of this frame of reference.

The point of departure of this frame of reference has the basic institutions of any society, i.e. religion, family, education, economics, health and politics. The behavioral patterns pertaining to each institution are described and explained through instrumental values held by the culture of the group. The interrelation of the behavioral patterns and instrumental values is indicated by the goals of life of the group being analyzed. One can be brief and succinct or broad and comprehensive in the analysis of any given socio-culture.

The data can be collected by any means that the survey team deems appropriate, such as open-end interviews, questionnaires, participant observer techniques, or semantic differential. The specific means used is not the problems of this discussion. What <u>is</u> important is that all precautions necessary be taken to insure the validity of the data, and that such data can be analyzed for the purposes stated above.

<u>Socio-Cultural Data</u>

While all the data recommended in the outline is necessary, the core of the data is the socio-cultural information. The survey team, if using the Action Frame of reference, should address itself to answering the following questions:

<u>Religion</u>

1) What are the religious denominations present in the community?

2) How are drinking and use of drugs viewed by the community?

3) How are the problems of abandonment, divorce and illegitimacy viewed?

4) Does unemployment and time not spent working have negative moral overtones?

5) What are the moral overtones of birth control?

6) Is poverty looked upon as being a sign of damnation or is it looked upon as a "cross" to bear?

7) How well do the people understand the doctrines of their church?

8) Do they pay more importance to peripheral elements than to core dogmas? (For example, in the case of the Catholic, praying novenas but not going to the sacraments.)

Figure 2

Action Frame of Reference

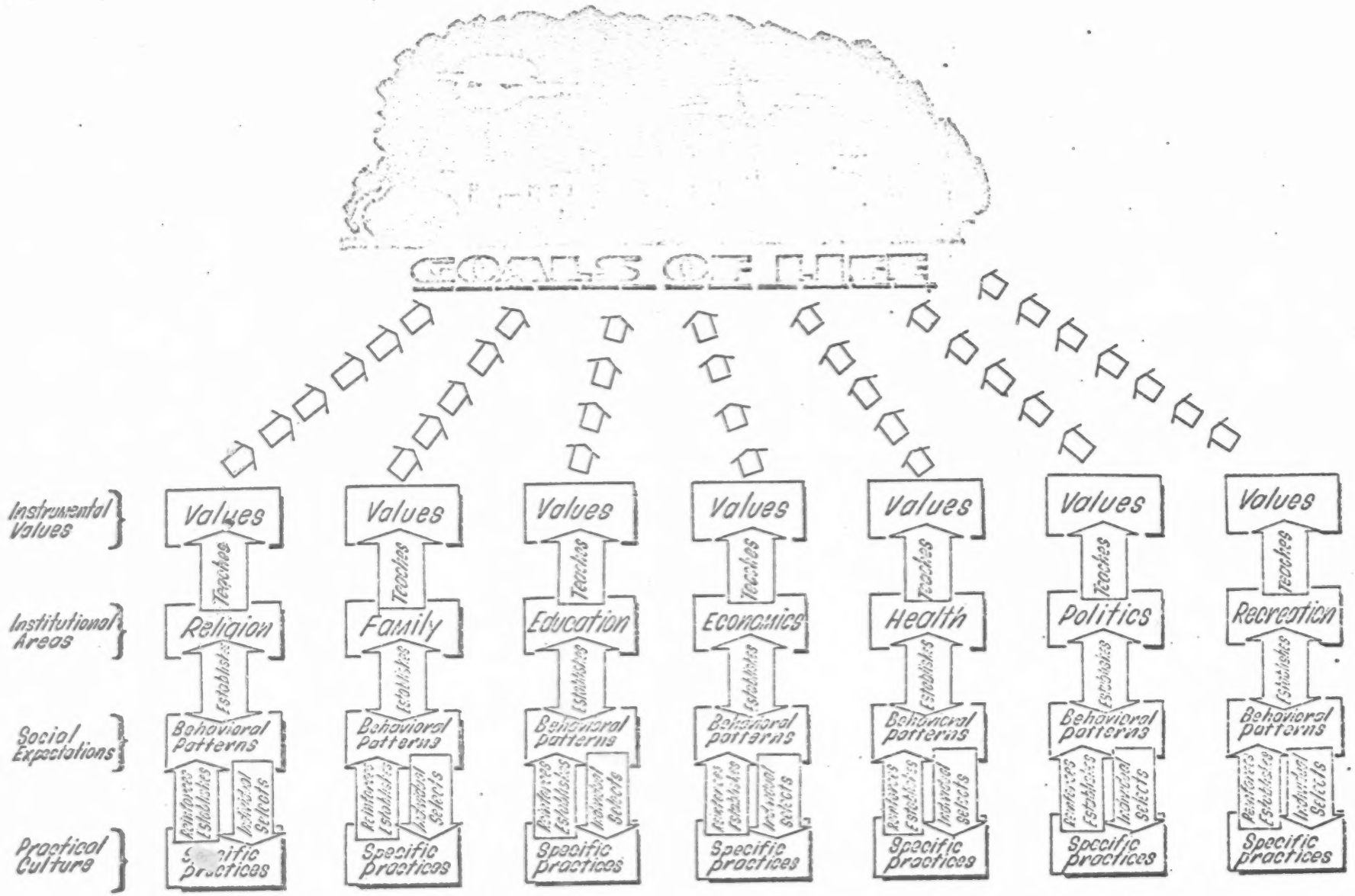



Chart developed by Horacio Ulibarri—Drawn by LeRoy Condie

9) Do they accept the teachings of their church more on rational grounds than on the word of the priest or minister?

10) Are there evicences of the practice of "magic?"

11) Has the orthodox religion been modified to a naturalistic cult as exemplified by processions of the Saints, prayers for rain, or special ceremonies to effect cures?

12) How much of life is attributed to luck and destiny?

Family

1) How much authority does the father have in the family?

2) What is the place of the mother in the family?

3) What is the place of the grand-parents in the family?

4) What is the relationship of older siblings to the younger ones?

5) Are there any differences in permissiveness allowed to the boys over the girls?

6) How strong does the family feel about keeping "close ties?"

7) What evidence is there of economic cooperation in the extended family?

8) To what other areas, such as politics, does the influence of the family extend?

9) Does the family have high aspirations for itself as a unit and/or for individual members?

Education

1) What are the expectations of the parents from the school?

2) How much parental involvement is there with school?

3) What are the aspirations of the parents for the education of their children?

4) How are the teachers and other educational personnel looked upon? As professionals? As rich strangers? As intruders?

5) How much understanding do the parents have of the specific programs of the school and the general school program?

6) How do they feel about bilingualism? About biculturism?

7) Do the parents understand what is meant by "biculturism?"

8) How do they feel about bilingual-bicultural education?

9) Will they give of their energies and knowledge to promote the bilingual education program?

Health

1) How do the people view going to the medical doctor? To the osteopath? To the chiropractor? To the medicine man? To the curandero?

2) Is there evidence of practice of folkway medicine?

3) Is illness or good health viewed as a matter of destiny?

4) Is there evidence of preventative medicine?

5) Is there a strong relationship between medical practices and religion in certain areas of health?

Economics

1) What is the value placed on earning beyond that which is necessary for day-to-day living?

2) What is the value placed on savings?

3) What are the overall spending patterns regarding commodities, clothes, cars, or television?

4) Are banking facilities used?

5) Instead of banking facilities, are there any patterns of family or neighborhood lending/borrowing of money or other goods?

6) Is sustained employment valued and practiced?

7) Is there any value attached to the mother working?

8) Do the working members of the nuclear family contribute to the family income . . or do they "pay" for their keep?

9) What is the orientation toward welfare?

Politics

1) To what social or civic organization do the parents belong?

2) How do the parents and children view the Chicano movement or the Black Power movement?

3) To what ethnic organizations, such as LULAC, MALO, or UMAS, do the parents or students belong?

4) How much feeling of powerlessness is evident among minority group parents?

5) What is the feeling toward other ethnic groups?

6) How much discrimination is evident in the community?

7) Do the people feel that solutions to their problems can be brought about by democratic processes?

8) Is there evidence of block-type politics?

9) What is the allegiance given to the political leader (boss)?

10) Is there a definite Chicano movement or Black Power movement underway?

11) If so, what is the impact of this movement on how parents view bilingual education?

Recreation

1) What are the general patterns of recreational activities?

Analysis of Data

Since the whole concept of a Community Survey is normative research, detailed summaries of findings are necessary. These summaries perhaps are better made by categories of people, such as age groups, ethnic groups, and/or social class groups. A useful approach is to combine all the independent variables that have high correlations among each other and develop summaries from there. For example, the independent variables - - occupation, earnings and education, usually have high inter-variable correlation and constitute the factor social class.

Life Styles. The summary of the behavioral patterns of a group categorized by common variables is known as life styles. A very significant advantage of knowing the life styles present in the socio-culture of a community is because life styles have high predictive value. A behavioral pattern, by definition, assumes that the majority of a group will behave in a given pattern. In establishing life styles, one is merely indicating the behavioral patterns that are common to groups of people. Thus when one can establish that an individual has the same characteristics as the group, one can assume that he will behave within the patterns of the group. For example, if a parent can be categorized as belonging to the lower middle class, one can assume that he will be supportive of

education in general because it has been found that this group is generally supportive of education. In this fashion, much of the student's background can be assumed when his parents can be categorized as belonging to a given group, if the life styles of that group has been adequately described. Of course, there will be many exceptions but the exceptions will be better understood when the general pattern is well known.

After the live styles of the different groups of people have been developed, it is possible to do meaningful intergroup comparisons of several kinds. For example, one can compare young parents vs. older parents, one social class vs. other social classes, Mexican-American vs. Anglo-American. The perspective of life style adds background dimensions to the variables being compared.

Analysis for Culture Conflict. Since the majority of the teachers have middle class orientations and practice middle class life styles, it is suggested that the life styles of the students be compared with middle class life styles in order to arrive at the areas of conflict. For example, the lower class Mexican-American may encounter relatively little conflict in relating to lower class life styles of the Anglo-American, but he may encounter severe conflict with the demands of the school because of the school's orientation to middle class life styles.

The factor of middle class orientation of the school persists even though the population may be entirely Mexican-American in the school community. It is not unusual to find situations where the whole administrative and teaching staff, as well as student population, are Mexican-American. Yet, the curriculum, teacher demand and expectations, and the social reward system operates wholly within the norms of the middle class life style. Often in situations such as this, there is an insidious mechanism for ridiculing the Mexican-American behavior and exalting the middle class Anglo pattern. Such words as "rancho" or "razo" are to belittle the individual by insinuating how much of a farmer or Mexican he is.

The recommendation made here is that the school analyze its own life style in order to see where the students from other types of life styles, whether ethnic or social class, fit into the life style of the school and what accommodations need to be made because of this.

Analysis for Acculturation. Acculturation whether viewed from a social setting or from an individual perspective is basically a process of desocialization and re-socialization. In a community setting which finds itself in the process of acculturation, certain types of disorganizational or dysfunctional elements enter which, in turn, affect the lives of all its members. It is necessary, therefore, to ascertain the level of acculturation of the community in order to gauge the socio-cultural background of the individual

who is in the process of acculturation.

Other Types of Analysis. Other types of analyses that need to be made are in terms of academic gain, learning difficulties, interest, and motivational structures. Taking the categorizations of the life style or social class of the parents for classification of the students, analyses of the above variables are desirable to see if any patterns are indicated. If definite patterns are noted, reinforcement or modifications are more easily prescribed. What patterns the bilingual education programs should take begin to be projected with these types of analyses.

Assessment of Resources. While the community survey is being conducted, a parallel activity should be the assessment of resources. The resources to be inventoried should include personnel, space, equipment, and materials. Of special importance, of course, is funding. Also of primary importance are the community resources available.

## SECTION 2

## IMPLEMENTING THE PROGRAM

### Determining Thrust of Program

Once the data from the survey has been analyzed and an inventory of resources made, the administration is in a position to make a decision as to what kind of program it wants to undertake. The three general types of programs are:

1. Early childhood bilingual program
2. Bilingual education
3. Bilingual-bicultural program

It may be that a modified combination of these programs is needed and the system can afford to implement it.

### Diagnosis of Needs

Diagnosis of the needs of the children involved must be made according to the type of program to be implemented. In diagnosing those needs, certain problems may be uncovered which will give new direction to the proposed program. For example, an undue incidence of emotional disturbance may be noted among bilingual children; this discovery may give impetus to an expansion of the program to include therapeutic services. There should be a feedback mechanism between the diagnosis and the determination of the final emphasis in direction of the program.

It is recommended that, at least, the following areas be checked for possible problems and for needs.

Physical:

- Hearing
- Sight
- Speech
- Physical impairment
- Psychomotor coordination
- Neurological disorders

Psychological:

- Intelligence
- Articulation
- Mental retardation
- Learning blocks
- Emotional disturbance
- Arrested mental growth

Social:

- Microculturization
- Family background
- Problems of acculturation
- Alienation

Self Concept:

- Peer group relations
- Culture trauma

Educational:

- Educational retardation
- Retarded/restricted language development
- Restricted educational development

## Setting Objectives and Definition of Program

The process of setting objectives, theoretically, precedes organization of program, recruitment of teachers, and selection of materials. However, in actual practice there is a feedback cycle where all four elements interrelate and help redefine each other. If one defines objectives as goals to be reached, immediately one must think about the means for obtaining them, namely, program. A program, in turn, cannot be a program without teacher and materials. Nonetheless, for conceptualization purposes, it is necessary to treat these within a hypothetical time sequence.

### Objectives and Programs

The restrictions imposed on the setting of objectives are mainly the function of the thrust of the program. Not only does the thrust define the direction and scope but it also restricts the diagnosis of needs in relation to its direction and scope.

As was indicated before, if one is going to set objectives realistically, one must immediately consider the program that is to carry

them out. Both the goals and the programs should be aimed at satisfying the needs of the students. If the needs in any area are for compensatory development, the objectives should stress the satisfaction of these needs and the program geared to carry them out. Thus, we arrive at the sequences: needs -- objectives -- program.

There are areas of need that require no special provisions in the program other than their solution within the scope of the regular program. These are the needs relating to the physical; i.e., hearing, sight, speech, etc. They must be considered, however, because deficiencies and anomalies in these areas present obstacles to the learning process. Similarly, needs pertaining to the psychological must be considered as they are in the regular program.

The areas of special concern to the bilingual program are social or socio-psychological needs. For example, the problems of microculturization and impoverished family background indicate objectives for compensatory education, a program that will provide learning activities to compensate for the resulting underdevelopment. The problems in the area of acculturation require objectives for desocialization and resocialization as well as the necessary activities to accomplish these. Problems of alienation accentuate objectives of sociocultural reinforcement and the need of a program providing for cathetic appeal to certain elements of the socio-culture. Problems of a negative self concept caused by over-desocialization call for objectives to develop pride in cultural heritage. The program should include content and activities that will cause the children to learn and become emotionally committed to certain aspects of the native culture. A negative type of peer group relations calls for objectives of role identification; necessary role-playing activities must be included in the program.

The needs relating to educational retardation demand objectives for remedial education. The program must provide organization for remedial type of education. Restricted educational development requires goals for educational expansion and the program should provide for extensive first-hand experiences such as field trips. Restricted language development would assume goals salient to language acquisition. The program should provide TESL and/or second-language learning activities.

The examples given above show to some extent the possibilities of directions that a program can take. These differentiations must be made if equality of educational opportunity is going to be afforded every student. To the extent that the program satisfies the needs and promotes the development of the individual - - to that extent he is getting his fair share of educational opportunity. Under this philosophy it becomes necessary to differentiate the program in relation to the needs of groups of students.

One other differentiation that needs to be made has to do with enrichment. Many of the students may be doing very well in the regular program. To these students, bilingual-bicultural education is a form

of enrichment. Even though they may participate in the same aspects of the bilingual program as students that would clearly benefit from it because of their needs, the objectives for these "regular" students must be those of enrichment.

Selection of Materials

The discussion relating to objectives and program clearly shows that a diversity of materials is needed if the bilingual program is going to be effective for all participants. It has already been shown that a serious shortage of adequate materials exists. To alleviate this shortage, it is necessary that teachers know how to develop much of the material they will use.

The following is a partial list of materials that can be used in some aspects of the bilingual-bicultural program.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Elgorriaga, J. A. and Hutchinson, H. Laguna Language Series, Kenworthy Educational Service, Inc. Buffalo, New York.

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Grade 2 Los Cuatro Cantantes de Guadalajara and El Flautista de Jamelin

Grade 3 Dona Cigarra y Dona Hormiga and Dona Zorra y Dona Ciguena

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Book 4 - Me Gusta Leer, Teacher's Ed.

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8727 Folk Songs of Mexico
7833 Ninos . . . Dejad Que Os Cuento
6913 Corridos
8870 Mariachi Aquilas De Chapala

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    Filmstrip
    Tape
    Teacher's Manual
Laguna Language Series: Los Cuatro Cantantes de Guadalajara
    Filmstrip
    Tape
    Teacher's Manual

Laguna Language Series: Los Tres Osos
Filmstrip
Tape
Teacher's Manual

Mexican Folk Dances

Ginn and Company

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Por Esos Caminos (Libro III) Manual del Maestro
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Adventuras por Mundos Desconocidos (Libro V) Manual del maestro
Una Mirada el Pasado (Libro VI) Manual del maestro

Spanish:
Laidlaw Materials in the Subject Area
Laidlaw Reading Series
Mathematics
Por esos Caminos
Nuestro Mundo Maravilloso
Avenidas por Mundos Desconocidos
Una Mirada el Padado
Proteccion de la Salud

Materials in English are more abundant than those in Spanish and can be more easily selected. Materials in Spanish for some subject-matter areas are being developed and tested in several places. A pioneer in preparing this type of material is the Southwest Educational Development Laboratory in Austin, Texas.

## Selection of Personnel

The personnel of the program should be selected with definite criteria in mind. These criteria must relate to the job to be done and the children who will participate in the program.

Professional Characteristics. Even though all the teachers may be regularly certified personnel, not all will have the adeptness to work well in a bilingual project. The following professional characteristics are essential.

1. The teacher must have an above average ability in teaching reading and the language arts.

2. She must have mastery of second-language teaching techniques.

3. She must be interested in and have the ability to teach literature for socialization purposes.

4. She must show interest in and ability to teach social studies.

5. She must have the ability to use AV materials and equipment, and multiple media with dexterity.

6. She should have had preprofessional training in the social sciences: psychology, sociology, cultural anthropology, and social psychology.

7. She should be bilingual in the languages of the program.

8. She should be knowledgeable of and sensitive to the sociocultures of the children in school.

Personal Characteristics. The personal characteristics of a teacher in the bilingual program are just as important or more important than his professional characteristics. It must be remembered that these characteristics are difficult to measure and often the administrator may have to judge only by intuition. It must also be remembered that some of these characteristics are intrinsic to the person and can seldom be developed through any type of inservice training. The characteristics necessary in the bilingual education teacher are:

1. The teacher must have respect for other-culture/other-language children.

2. She must be open to accept behavioral patterns of other cultures as being normal to other-culture children.

3. She must be willing to learn as much as possible about the other language, society, and culture.

4. She must have a warm, empathic personality in relating to the children, parents, and patrons of the community, regardless of language, culture, or race.

5. She should be "bicultural" in the cultures of the program.

Teacher Aides. It may be possible to find teachers with all the personal characteristics enumerated above, especially the characteristic of "biculturalism." At this point it is suggested that bicultural para-professionals may very well bridge the gap between bicultural children and mono-cultural teachers. What a teacher aide, native to the culture and dexterous in the second language of the program, lacks by way of professional preparation can be taught through in-service training education. She may never be as competent as the teacher but she can become a real helper to the teacher and not just an errand boy.

In-Service Education. It goes without saying that whatever the teachers do not have by way of preparation at the time of selection should be developed through the in-service education program. The following areas should be included in the in-service training program.

1. Cultural sensitivity

2. Specialized methodology

3. Use of AV multiple-media

4. Program development

5. Materials development

6. Language acquisition and refinement in the two languages of the program.

## Pilot Program and Evaluation

The basic idea of conducting a pilot program is to test in a condensed, economical manner, the essentials that will subsequently constitute the major program. Statement of objectives, organizations of program, the materials, the teaching techniques, etc., should all be closely studied in the pilot program for their functionality as related to be the thrust of the program.

## Redefinition of Objectives and the Implementation of the Program

The end result of the piloting period, using the continuous-cycle evaluation approach, in effect is a redefined set of objectives and organization of a program. Thought and energy, however, must be given to expanding the model program into anticipated scope. Adequate quantities of materials must be secured and enough space allocated; also, special help must be given to the teachers starting in the program. All of these are administrative details. Of real importance however, is that the same continuous-cycle evaluation technique be instituted in the on-going program. With this approach, a system can have the best program possible under the circumstances every day of the year.

### Internal Legitimization

This aspect of the program refers to those activities that attempt to keep the rest of the staff not directly involved in the bilingual program informed as to the progress and changes occurring in the bilingual program. This is necessary in order to gain their support for the program. Cooperation within the staff is far more desirable than dissension and discord. Jealousies are apt to occur in the allocation of resources and the treatment of bilingual education teachers. A strong interfaculty relations program will help to prevent these occurrences.

### External Legitimization

There are two basic purposes to the public relations program. One is to keep the community informed of the progress of the bilingual program with the idea of justifying the program to the public in terms of their expectations and the needs of the children. This is called legitimization of the program. A job well done in legitimizing the bilingual program secures moral and financial support from the community for the program.

The second job of the public relations program is to look at the changes that are occurring in the environment. The idea is to change (adapt) the program in accordance with the changes that are occurring in the environment. For example, if the information about the bilingual program given to the public has aroused interest and parents become desirous that their children participate as an enriching experience, provisions for expansion must be made. Other changes in the community may cause a change in the thrust of the program. This is part of the adaptive mechanism that should be instituted in all programs.

## Concluding Statement

The organization of the materials in this handbook has been designed to substantially aid administrators of bilingual-bicultural

programs. It is possible that isolated suggestions and techniques may have been omitted and that other suggestions may be superior to those contained here. However, the scope of this handbook encompasses a complete structure from theory through practice. Unless another all-inclusive package can be put together and substituted for this one, it is suggested that administrators with little previous experience in bilingual-bicultural education use this handbook as a guideline.

It is to be expected that as bilingual-bicultural programs become more thoroughly understood and more sophisticated in totality, many modifications of enhancement will prove valuable. One can anticipate overall improvement with the passage of time and increase in dedication to cultural interrelationships. Then, bilingual-bicultural education will assume its rightful place in the myriad programs of education -- namely, that of being one of the most viable tools to enhance mutual respect and understanding and to promote the brotherhood of man.

# PART III

# BIBLIOGRAPHY

## SECTION 1
## ANNOTATED BIBLIOGRAPHY

Adams, Evelyn C. American Indian Education. New York: King's Crown Press, 1946.

An attempt to present background history on "how the conflict between Indian and European-American culture has been resolved" is made by Adams. Mobility of the Indian population, impeded by illiteracy, language difficulties, and lack of technical skill seem to be the reasons for the failure to acculturate the Indians. There is a need for broadening public school programs, and the goal of the school should be to aid in the development of "healthy, literate, self-maintaining Indians."

Adkins, Patricia. "Teaching Idioms and Figures of Speech to Non-Native Speakers of English." Modern Language Journal. 52:148-152; No. 3. March 1968.

Lack of understanding of English idioms greatly handicaps students of Spanish background in developing reading skill in English. Formal instruction in idiomatic expressions should be given to these students when they are learning English.

Alatis, James. ed. Monograph Series on Languages and Linguistics. #21. Georgetown University School of Language and Linguistics. 1968.

The papers in this monograph represent the work of linguists who participated in the 19th Round Table discussion at Georgetown University. Linguists such as Stockwell, Moulton, Gleason and articles dealing with education of the American Indian child and contrastive linguistics and interference theory are represented.

Allen, Martin G. "The Study and Evaluation of Societies in Cross Cultural Research." International Mental Health Research Newsletter. 5:1-5; nos. 1-2. 1963.

Allen expresses the belief that the personality of a culture can be evaluated. He states, "personality is a reflection of the complete social process." Thus ratings and tests can be developed for the study of individual personality.

Altus, Grace T. "Wechsler Intelligence Scale for Children Patterns of Bilingual School Children." Journal of Genetic Psychology. 88:240-244. 1963.

This study attempted to determine if "alleged intelligence differences between monolingual English speaking children and bilingual children (various groups) were due to racial inferiority of the bilinguals, or if bilingualism interfered." The sample of the study was too small to actually determine this difference. A longer and more thorough test should be administered to get clear results.

Amsden, Constance. "Reading Program for Mexican-American Children, First Interim Report." ERIC.-Ed. 010 532. 1966. p. 10.

A program to develop oral language skills and to reinforce traditional cultural values of the Spanish-American community was designed by Amsden. Reading achievement and oral language development was assessed, and independent studies of the Spanish language proficiency of the children and Spanish influence on the children's oral English was undertaken. Emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness was recommended to assure the children's academic progress and develop their sense of self-esteem.

Anastasi, Anne and DeJesus, Cruz. "Language Development and Non-verbal I.Q. of Puerto Rican Children in New York City." Journal of Abnormal and Social Psychology. 48:357-365; No. 3. 1953.

The greater the extent of adult contact in the home environment, the greater the dominance of the native language.

Anderson, Kenneth, et. al. Educational Achievement of Indian Children. Lawrence, Kansas: Haskell Institute Print Shop, 1953.

A survey of Indian students was made in 1946 and again in 1950. It was found that the white children tested with Indians consistently scored higher than the Indians in every area except free writing. The authors concluded that, "As cultural and educational backgrounds become more like those of white children in public schools, the more closely will educational achievement of Indian children match that of white children."

Andersson, Theodore. "Foreign Language and Intercultural Understanding." National Elementary Principal. 36:32. February 1967.

The bilingual needs to be proud of his heritage. The techniques studied in several school systems revealed that there are signs of better communication and improved attitudes toward non-English cultures. The studies also revealed that the bilingual children in these school systems seemed to become more literate in both the Spanish and English languages.

Ausubel, David. "Adults Versus Children in Second Language Learning; Psychological Considerations." Modern Language Journal. 48: 420-424. November 1964.

One of the basic assumptions underlying teaching a second language to pre-school children is they can learn more readily than adults. A different point of view is that adults can learn more readily because they have a larger native vocabulary and a more mature understanding of concepts. Adults are also capable of making generalizations and associations. Whenever teaching a second language, (1) pattern drills should be more meaningful; (2) written and spoken materials should be presented alternately and concomitantly, and (3) native speed should be slowed down to insure comprehension.

Barbosa-Da Silva, J. F. "Reference Orientation in an Ethnic Group of a Border Community." Proceedings of the Southwestern Sociological Association. Lubbock, Texas: Texas Technological College, 1966. pp. 49-61.

In viewing the family as a total unit, Barbosa-Da Silva studied a Southwestern community where approximately 70 per cent of the bilingual families were Mexican-born and 30 per cent were American-born. Formal education was the most significant factor in determining a positive orientation toward American society. Because of advanced formal education, the Spanish-Americans were in a higher income group and had more contact with the American Anglo culture than would otherwise have been the case.

Barker, George. "Growing Up in a Bilingual Community." The Kiva. 17: 17-32. 1951.

A brief survey of the influence of urban American culture on bilingual children on the west side of Tucson. The language of the home is Spanish. The process of Americanization is largely dependent on the public school and mass media.

Barrett, Donald N. and Samora, Julian. The Movement of Spanish Youth from Rural to Urban Settings. Washington: National Committee for Children and Youth, September 1963.

The implications and significance of this study are important to any discussion of the problems of acculturation. Several of the important points are clearly substantiated in that (1) Spanish-speaking members of the United States are a singularly disadvantaged group; (2) communication must be established to alleviate feelings of frustration and inadequacy; (3) Spanish leadership must be allowed to develop; (4) economic improvement is imperative, and (5) educational opportunities must be made available.

Beberfall, Lester. "Some Linguistic Problems of Spanish-Speaking People of Texas." Modern Language Journal. 42:87-90. February 1958.

Many Spanish-speaking people are plagued by these three problems:

1. Hyper-correction of ch and sh (the Spanish language is void of the sh sound).
2. Omission of the final tense.
3. The future tense.

Mere presentation of correct usage is not sufficient to inspire confidence in the learner. He is eager to be made aware of the effect of his words on native speakers of English. Drills and other methods of helping the Spanish speaker need further research.

Benham, William J. "Liaison: Key Word to School Program Completion." Journal of American Indian Education. Tempe, Arizona: Arizona State University. 5:26-30; No. 2. January 1966.

Benham studied the extent to which public schools that serve Indian students are involving community and parents in relationship practices.

The results indicated that better liaison practices are needed.

Bergan, K. "Secondary Schools and Acculturation of Indian People." National Association of Secondary School Principals Bulletin. 43:115-117; No. 249. October 1959.

The problems of over-population, lack of employment, and low income will be solved when the Indian becomes fully equipped to leave the reservation. The Indian must have the education and skills of non-Indians. This involves a cultural change and is measured more easily in generations than in years. To accomplish this goal the Indian should attend non-segregated schools where social learning occurs along with textbook learning.

Bernard, Walter. "Texts and Classroom Methods in a Bilingual Reading Course." Modern Language Journal. 36:3-9. January 1952.

Classroom texts and methods can be used effectively in a bilingual reading course. Graduated texts should be used, thus teaching cultural values and mores, as well as reading in the second language. Students can attain greater aural comprehension, be more interested and motivated, learn cultural value, gain independence from the teacher, learn inductively, become aware of total sentence structure, be exposed to correct models, and the program can allow for greater individual differences.

Bernardoni, L.C. "Apache Parents and Vocational Choice." Journal of American Indian Education. 2:1-9; No. 2. January 1963.

Bernardoni studied the historical, cultural, and environmental factors which affected the stated vocational preferences of male White Mountain Apache students. Less than half the sample consisted of boys having both parents assuming the parental role. Those parents who hoped their sons would leave the reservation were significantly more acculturated than those parents who desired their sons to remain on the reservation. The conclusion stated, "Apache parents play a minimum role in vocation selection."

Bernardoni, L.C. "Results of the TOGA with First Grade Children." Journal of American Indian Education. 1:24-29. June 1961.

The SRA Test of General Ability validity was checked by administeringthe test to Hopi first graders after each child was rated by a bilingual coordinator on the child's ability to speak English. The results showed a positive correlation between ability to speak English and the TOGA results.

Birkmaier, Emma. "Teaching of Foreign Languages." N.E.A. Journal. 50: 15-27. 1951.

The trends and techniques in foreign language teaching are discussed here. The optimum time for foreign language teaching is between the ages of four and ten. Clearly defined objectives should be established in the program.

Blickenstaff, Channing. "Musical Talents and Foreign Language Learning." Modern Language Journal. 47:359-363; No. 8. December 1963.

Blickenstaff reviewed recent research which attempted to link pitch discrimination and language learning ability. In all reported studies, pitch was discriminated by a subtest of the Seashore Measures of Musical Talents. The studies indicated that pitch discrimination was related to auditory comprehension. Aside from timbre discrimination, there appeared to be no other investigations of the relationship of musical elements to language. Blickenstaff cites the need for more research and for the construction of reliable criterion measures of the student's skill in understanding and speaking a language.

Bloom, B. L. and Goldman, R. K. "Sensitivity of the WAIS to Language Handicap in Psychotic Population." Journal of Clinical Psychology. 18:161-163; No. 2. April 1962.

This study compared the WAIS scores of mainland (U.S.) and Hawaiian psychotics. The authors found that use of performance test scores as an intelligence index in language handicap cases was indicated by the results.

Boissevain, Ethel. "Detribalization and Group Identity. The Narragansett Indian Case." Transactions of the New York Academy of Science. 26:196-207; no. 2. 1963.

Boissevain studied the Narrangansett Indians and found that detribalization brought little disturbance if the tribe was not under heavy acculturation pressure.

Bossard, J. H. S. "The Bilingual as a Person--Linguistic Identification with Status." American Sociological Review. 10:699-709; No. 10. 1945.

The true bicultural-bilingual is an individual who participates intimately in two cultural systems. Bossard based his findings on seventeen case documents from psychoanalysis. He concluded that a bilingual goes through a complicated process of acculturation which, though different for each person, has definite effects on the personality.

Bowen, J. Donald. "A Comparison of the Intonation Patterns of English and Spanish." Hispania. 39:30-35; No. 1. March 1956.

In Spanish the intonation patterns differ significantly from the patterns in English. For example, in Spanish the pattern is normally 1211 and 1231. An example of the Spanish 1211 is "Para donde vamos." and the 1231 is "Habia muchos." The normal pattern in English is 2311 --"I live at home." In working with the bilingual, the teacher should avoid cross language patterns, avoid becoming mechanical in extensive drill, and correct intonation mistakes as they are made.

Briere, E. J. "Quantity Before Quality in Second Language Composition." Language Learning. 16:141-152; Nos. 3-4. 1966.

Copious writing experiences apparently aided in the second language

learner's development of command in the second language. By never correcting more than two grammatical errors in one paper, an increase in quantity was accomplished with a decrease in error rate.

Briere, Eugene. "Phonological Testing Reconsidered." Language Learning. 17:163-171. December 1967.

Various methods of testing perception and phonological production are the subject of this study. Using two tests, an AX and ABX phonological paradigm, to measure subject bias and short term memory, the conclusion showed that prediction of phonological difficulties was not accurate.

Bright, William. Sociolinguistics. The Hague: Mouton, 1966.

The relationship between language and society; language as well as society as a structure, rather than a collection of items are discussed here. The task is to show the systematic covariance of linguistic structure. Causal relationship in one direction or the other are talked about as a possibility for future research. The book is a series of papers delivered at the UCLA Sociolinguistic conference in 1964.

Brodinsky, B. P. "Teaching Indian Children." Nation's Schools. 50: 35-38; no. 6. December 1952.

Federal Indian schools cover the minimum requirements of the courses of study in the states where they operate, but the courses are too strongly slanted toward life on the reservation. When studying in public schools, the Indian children seem to do better than Indian children in federal schools. Language difficulty is a factor that must be overcome. The problem is complicated by a mixture of Spanish and English within the Indian dialect.

Buell, Eleanor M. "Speech Improvement for Bilingual Children in Hawaii." National Elementary School Principal. 25:36-39. October 1946.

To help students of oriental background gain more confidence and precision was the aim of this author. Informal methodology (discussions in class without correction or criticism, except as written by the teacher) was used to achieve these aims:

1. To develop attitudes of willingness and freedom of expression.
2. To provide a variety of speaking situations -- conversation, dramatization, discussion, story telling, etc.
3. To provide corrective practice in distinctiveness and good pronunciation.

Burma, John H. Spanish-Speaking Groups in the United States. Raleigh, North Carolina: Duke University Press, 1954.

A comprehensive overview by Burma indicated that the Spanish-speaking minority groups have attempted, through language, to preserve La Raza. Programs in the economic, cultural, political, and social areas initiated with tolerance and understanding will aid these groups.

Cameron, Ann and Storm, Thomas. "Achievement Motivation in Canadian Indians, Middle and Working Class Children." Psychological Reports. 16:459-463; No. 2. April 1965.

Sixty-six elementary children from three sub-cultural groups (Indian, white middle class, and white working class) were given fifty trials in concept learning under material (candy) and non-material (light flash) rewards. White middle class students worked better than the other groups under non-material reward, but not under material reward. White middle class children preferred a larger, delayed reward to a small immediate one.

Caplin, Stanley and Ruble, Ronald. "A Study of Culturally Imposed Factors on School Achievement in a Metropolitan Area." Journal of Educational Research. 58:16-21; No. 1. September 1964.

Caplin and Ruble found bilinguals were not as dull as educators believe and that their achievement is affected by factors not directly evident within the school. Teachers and administrators must be made aware of this so that their expectation of these pupils and attitudes toward them are more favorable.

Carrow, Sister Mary Arthur. "Linguistic Functioning of Bilingual and Monolingual Children." Journal of Speech and Hearing Disorders. 22:371-380. 1957.

"Are bilinguals retarded in various aspects of linguistic function due to bilingualism?" Using 100 third grade children in four different schools as the sample, Carrow administered an English language achievement test. There was a significant difference between the achievement of the bilinguals and the monolinguals -- the monolinguals achieving at a significantly higher level in oral work (oral reading, hearing vocabulary, speaking vocabulary) only. There was no difference between the language groups where silent skills (silent reading, spelling, comprehension, etc.) were concerned.

Charles, Carol. "The Indian Child's Status in New Mexico's Public Elementary School Science Program." The Indian Research Study, Final Report. Albuquerque, New Mexico: University of New Mexico, 1960.

Retardation in science and reading was evident in all minority ethnic groups. Charles studied a sample of fifth grade Indian students to discover if this retardation was due to cultural conflicts. The response patterns suggested that this was the case.

Chomsky, Noam. Topics in the Theory of Generative Grammar. The Hague: Mouton, 1966.

The topics are a series of lectures which deal with a discussion of "(1) general background assumptions and goals that underlie and motivate much of the work in generative grammar of the past decade (2) various objections to this general point of view that seem to Chomsky to be based on error, misunderstanding, or equivocation of one sort or another (3)

presentation of the theory of generative grammar (4) the real inadequacies that have been exposed in this position in work in the last half dozen years, and (5) sketches of a refined and improved version of this theory, designed to overcome these difficulties." The book includes an excellent section on phonology.

Christian , Chester C. Jr. "The Acculturation of the Bilingual Child." Modern Language Journal. 49:160-165; No. 3. March 1965.

Christian considered the effect that insistence on spoken English had on bilingual children. The problem of confusion and frustration which exists when a child learns one language and culture from his parents and then must learn another language and culture when he enters school is discussed. The author maintains that the term "acculturation" refers to the destruction of one culture to gain a second culture. He suggests that education should attempt to involve the culture of the child in his education instead of forcing the child to strip himself of the minority culture.

Cline, Marion Jr. Improving Language Arts of Bilinguals Through Audio-Visual Means. New Mexico Highlands University. Printed in Santa Fe, New Mexico by the author, 1962.

Improved teaching may result from the use of audio-visual aids in working with bilinguals. The results of a two year study using a supplementary audio-visual approach showed that the experimental groups gained more then the control groups, except in spelling. Fewer disciplinarian problems, a high level of interest, and longer retention seemed to be the greatest improvements through the audio-visual approach.

"Compensatory Education Project: Narrative Report, 1963-1964." Educator's Complete ERIC Handbook. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1967. p. 147.

In attempting to give culturally disadvantaged students a better education, field trips were provided to build experience and knowledge. The results of the study showed that the student's visual acuity and auditory perception had improved. Language pattern facility improved, and the children appeared to be more curious and to become more talkative.

Condie, Le Roy. An Experiment in Second-Language Instruction of Beginning Indian Children in New Mexico Public Schools. Albuquerque, New Mexico: University of New Mexico, 1961.

Condie posed the question, "Will curriculum elaboration and special teacher training cause a significant increase in the achievement of the Indian pupils in learning English and in readiness for reading?" Teachers were asked to use specially prepared techniques during the school year. The results of the post-testing showed that in three of the four groups there was a significant gain. The author concluded that individual school systems must define the scope of the bilingual problem and provide the type of assistance needed to aid teachers in teaching English to Indians.

"Beginning Indian Children." New Mexico Social Studies Education. Education Research Bulletin. 1:8-11. 1962.

An enrichment program of tape recorders, pictures, games, etc., produced high Indian pupil gains, thus validating the involvement of teachers in in-service programs.

Coombs, L. Madison. "Implications of Achievement Level of Indian Students." Annual Conference of the Co-ordinating Council for Research in Indian Education 1961. pp. 1-8.

Achievement of Indian students attending different types of schools (public schools, Bureau of Indian Affairs Schools, mission schools) was compared by giving them the California Achievement Tests. White pupils in public schools scored highest; Indian pupils in public schools were second; Indian pupils in Bureau of Indian Affairs schools were third; and Indian pupils in mission schools, last. It was concluded, "Only when Indian people are drawn into the mainstream of American life and culture on every social and economic front will differences in achievement disappear."

Coombs, L. Madison. The Indian Child Goes to School. Washington, D.C. Bureau of Indian Affairs, Department of the Interior. 1958.

In an attempt to determine how educational achievement of white and Indian children compare, how Bureau of Indian Affairs schools compare with public and mission schools, and how children in day schools compare with those in boarding schools, Coombs studies students from rural schools in New Mexico, Arizona, South Dakota, Montana, and Oklahoma. He found that in basic skills, Indian children were not as well prepared as are white students. Those who attended public schools achieved higher than those in federal or mission schools.

Cooper, James G. "Effects of Different Amounts of First Grade Oral English Instruction Upon Later Reading with Chamorro-Speaking Children (Guam)." Journal of Educational Research. 58:123-129; No. 3. November 1964.

Four elementary schools enrolling primarily Guamanian first grade pupils was the sample in a study by Cooper in which he sought to determine if the postponement of formal reading in favor of an oral readiness approach resulted in higher gains when considered over a four year period. Pupils were randomly assigned to a conversation, revised readiness, and experimental control class. At the end of the first year, both experimental groups excelled in ability to speak English. At the end of three years all groups were equal in their ability to comprehend aural English. At the end of four years, the control groups showed a small but significant lead in the ability to read as measured by the California Reading Tests. The differences were not educationally significant. The author recommends that new research based upon linguistic analysis of the Chamorro language be undertaken.

Cooper, James G. "Predicting School Achievement for Bilingual Pupils." Journal of Educational Psychology. 49:31-36. January 1958.

Four isolated communities in Guam were used to determine to what extent current measures of intelligence predicted school achievement in the bilingual children. Six intelligence tests were given to a stratified random sample of fifth graders. All intelligence tests correlated positively with California Achievement Tests. The study showed that the six tests predicted school success with a moderate to high degree of accuracy.

Dalbor, John. "Hearing and Pronunciation Problems for Speakers of Spanish Learning English." Language Learning. 9:67-73. 1959.

In working with an Hawaiian student, the author discovered that teachers often ignore the fact that before one can produce a sound correctly, he must be able to hear that sound. He must also be able to distinguish the sound from similar sounds in both the target language and his own tongue. One of the best ways of handling these linguistic problems is to anticipate them by making a thorough preliminary scientific comparison of the sound systems of the two languages. The most serious difficulties are then isolated and given special attention.

Darcy, Natalie T. "The Effect of Bilingualism upon the Measurement of the Intelligence of Children of Preschool Age." Journal of Educational Psychology. 37:21-44. January 1946.

The Stanford-Binet Scale and Atkins Test were administered to preschool children. The bilinguals were definitely superior on the Atkins Test, but the significance was too low to warrant substitution of one for the other.

Darcy, Natalie T. "Performance of Bilingual Puerto Rican Children on Verbal and Non-Verbal Tests of Intelligence." Journal of Educational Research. 45:499-506. March 1952.

This study of Puerto Rican children attempted to determine whether the Pintner Non-Language Test should be substituted for the Pintner Verbal Tests. After surveys had been made of 235 children in grades five and six who spoke both Spanish and English, it was found that the non-language test is more indicative of I. Q. and mental age.

Decker, Samuel. "Adapting Audio-Visual Techniques to Language Instruction." Modern Language Journal. 42:69-77. February 1958.

Popular music and classical music were used to help teach vocabulary and patterns of a second language.

Demos, George D. "Attitudes of Mexican-American and Anglo-American Groups Toward Education." Journal of Social Psychology. 57: 249-256; No. 2. December 1962.

A total of 105 Mexican-Americans, randomly chosen Anglos, and matched Anglos were tested. In every case, Anglos were judged to have what was considered the more desirable attitudes towards education. In the matched sample comparison, one case showed the Mexican-American student to have what was considered the more desirable attitude. The

agreement between Mexican and Anglo-American was greater than the disagreement. Matching groups (Anglo and Mexican-American) reduced the number of attitude differences. However, six differences remained significant.

Diller, Edward. "The Linguistic Sequence in Learning Foreign Languages." Modern Language Journal. 46:259-260. October 1962.

The four skills in language learning are:

1. Listening: Preconditioning programs, language awareness of songs, poems, recorded speeches, listening for sound discriminations, comprehension, and significance.
2. Speaking: Mimicry-memorization, imitation, pattern drills, and spontaneous expression.
3. Reading: Recognition of patterns, contextual reading, reading in controlled situations.
4. Writing: Copying and matching exercises, writing from dictation, controlled writing, and free expression (essays, letters, and reports).

The program is most successful when done in the above order. It should not be hurriedly done.

Dudding, Christine Glass. An Investigation into the Bilingual Child's Comprehension of Antonyms. Albuquerque: University of New Mexico, 1960.

Academic failure often results from lack of understanding of the English language. When idiom and antonym tests were given, bilingual groups scored lower than Anglo groups.

Dworkin, Anthony G. "Stereotypes and Self-Images Held by Native-born and Foreign-born Mexican Americans." Sociology and Social Research. 49:214-224; No. 2. 1965.

Dworkin obtained stereotypes of the Anglo and self-images from 280 American-born Spanish and Mexican-born Spanish students and community residents. He found that significantly more Mexican-born subjects held favorable stereotypes and self-images. These findings were attributed to differences in the groups' definition of their present social situation as influenced by whether they employed their prior socioeconomic status or that of the dominant society as an evaluation standard.

Eells, Kenneth. "Some Implications for School Practice of the Chicago Studies of Cultural Bias in Intelligence Tests." Harvard Educational Review. 23:284-297. Fall 1953.

Caution should be exercised in using results of traditional test scores as predictors of success on non-English speaking children. Eells also advocates a new type of intelligence test and the development of individual potentialities.

Eells, Kenneth et al. Intelligence and Cultural Differences. Chicago, Illinois: University of Chicago, 1951.

A battery of standard I.Q. tests were given to 5,000 white pupils between the ages of nine and fourteen. The author was attempting to determine if the I.Q. differences among cultural status groups were due to the choice of items which presumably suit the majority. The conclusions were "Mean status differences are largest for verbal and smallest for picture, geometric design, and stylized-drawing items." The most adequate performance explanation seems to be the testees' familiarity with cultural words, objects, and processes.

Ervin, Susan M. "Learning and Recall in Bilinguals." American Journal of Psychology. 74:446-451. 1961.

"A bilingual may be said to be dominant in the language in which he has greater facility in naming objects." (p.446). In this research study, the author suggests that (1) the language of shorter reaction-time is the language of covert response when overt language is restricted; (2) covert responses in a different language from that used in the overt responses reduce recall in the latter language, and (3) spontaneous translation is more probable into the dominant language than into a second language. The test conclusions, given to Italian speakers, pointed out that the optimal recall-language is always the language dominant at the time of recall. All three of the hypotheses were correct.

Ervin, Susan M. and Landar, Herbert. "Navajo Word-Associations." Journal of American Psychology. 76:49-57; No. 1. March 1963.

This study attempted to ascertain the role of grammatical classes in association. Navajo women ranging from 17 to 70 years of age were used as the subjects. They were presented with 114 different grammatical class items, instructed to repeat each word, and add another word to each item. The level of commonality for primary responses was lower than those obtained from the sample of college students. Preferences for contrasts appeared and grammatical class responses depended on the class of the stimulus. Forward and backward associations appeared to be equally strong.

Evvard, Evelyn. "Results of the Bender-Gestalt Visual Motor Test Given in a Beginners' Class and First and Second Grades." Journal of American Indian Education. 3:6-10. May 1966.

A sample of 20 Navajo children in grades one and two were given the Bender-Gestalt Visual Motor Test, and the scores were compared to Kopitz norms. The means and standard deviations of the Navajos were similar to Kopitz norms.

Evvard, Evelyn and Mitchell, George C. "Sally, Dick and Jane at Lucachukai." Journal of American Indian Education. 5:2-6; No. 3. May 1966.

In seeking to find if the Scott-Foresman Basic Readers are adequate tools to teach Navajo children to read, Evvard and Mitchell discovered that these readers reflect middle class values of the white man. Differencesbetween white and Indian concepts and values with respect to

animals, pets, human personality, human expression games, toys, and home cause minimum comprehension and maximum confusion. These concepts, alien to the Navajo, hinder content comprehension.

Feuerlicht, Ignace. "Popular Records in Spanish Classes." Modern Language Journal. 41:174-176; No. 4. April 1957.

Using songs as the subject matter, Feuerlicht discovered improvement in pronunciation and vocabulary development. The main advantage in using songs seemed to be increased interest and motivation.

Finocchiaro, Mary. "Bilingual Readiness in Earliest School Years, A Curriculum Demonstration Project." ERIC. Ed. 012 903, p. 28.

Two New York schools, one in a poverty area and one in a middle class area were chosen as the samples in a study by Finocchiaro. A two-year experimental program was conducted to develop "bilingual readiness" in kindergarten and first grade. Efforts were made to choose kindergarten and first grade classes composed of equal numbers of Negro, Spanish-speaking, and "other" children. Ability and I.Q. were not considered. In an environment where Spanish was used 65 per cent of the time, the children were encouraged to respond in both English and Spanish. The Spanish-speaking children gained more self-confidence and cultural awareness. There was also greater acceptance by the children and their parents in second language learning.

Fischer, John L. "Social Influences on the Choice of Linguistic Variant." Word. 13-14:47-56. 1957-1958.

Studying the use of "in" and "ing" as past participle endings in the speech habits of rural New England speakers was the purpose of this study. The conclusions of the study have bearing on the case of the bilingual's acquisition of language. The idiolects (dialects) of higher prestige (those using the "ing" endings) carry the impetus for linguistic change. Often emphasis is placed on the prestige dialect to call attention perhaps, to the speaker's knowledge of the "correct" pronunciation. Comfortable use of the "prestige language" may indeed be the goal of the bilingual learner.

Fishman, J. A. "The Status and Prospects of Bilingualism in the United States." Modern Language Journal. 49:143-155. 1965.

Cultural pluralism may determine the success of this country. In this study, bilingualism and biculturalism are discussed. The author suggested that a commission on bilingualism and biculturalism be established at the federal, state, and local levels.

Fishman, Joshua A. "Bilingualism, Intelligence, and Language Learning." Modern Language Journal. 49:227-237. April 1965.

Relationship between intelligence and bilingualism was studied. The author states that over half the world is bilingual, preferring the definition of bilingualism which refers to a cross cultural phenomenon rather than to separate points of departure. He concluded that the

problem of bilingualism is quite complicated. There is no relationship between bilingualism and intelligence except that those bilinguals who are well-educated tend to excel in tests of verbal intelligence.

Unless political, social, cultural, and economic variables are controlled, no conclusions may be drawn concerning the relationship between bilingualism and intelligence.

Fishman, Joshua. Readings in the Sociology of Language. The Hague: Mouton, 1968.

The sociology of language represents one of several recent approaches to the study of the patterned co-variation of language and society. The primary purpose of this book is to interest students of social behavior in the language determinants, concomitants or consequences of that behavior. It is divided into sections which give the reader a perspective on the sociology of language, in a broad sense. A more sophisticated handling of sociolinguistics, studies concerned with social stratification, cultural values, multilingualism, and a general overview of social contexts and consequences of language planning are included in the book.

Floyd, David O. "Comparison of Standardized Test Results of Indian and Non-Indian in an Integrated School System." Journal of American Indian Education. 1:8-17. June 1961.

"Do the Indian students at Mesa Public Schools achieve at the same academic and intellectual level as the non-Indians?" It was concluded that the Indian students' scores were significantly lower.

Fonaroff, Leonard S. "The Trouble with the Navajo." Johns Hopkins Magazine. 13:14-31. December 1961.

Fonaroff examines the problem of the failure ~~of the federal government~~ to improve the situation of the Navajo Indian. Cultural misunderstanding is the cause of the majority of the problems between the government and the Navajos. For example, in the Navajo culture, once a law is made, it must be kept and not changed. The United States government has been known to amend its laws from time to time. To the Navajo this is a sign of weakness. The author concludes that we need to learn more about the Navajo and adopt new policies in dealing with the Navajo.

Foss, D. K. "An Analysis of Learning in a Miniature Linguistic System." Journal of Experimental Psychology. 76:450-459. June 1968.

An importance of system in learning a language is stressed. Apparently the learning mechanism evaluates and uses the systematic aspects of the learning task. The use of system enables a second language learner to more clearly grasp the components of the language.

Foster, Dorothy and Williams, Clarence. "Aural-Oral Written Versus Aural-Oral in Teaching Spanish to Fourth Graders." Modern Language Journal. 44:153-157. April 1960.

This study attempted to determine if the introduction of the written

word soon after the oral word aided or hindered pronunciation, comprehension, and vocabulary retention of children starting Spanish in the fourth grade. The experimental group was exposed to written words on dittoed sheets, and the control group saw no written symbols. There were no significant differences in comprehension and vocabulary skills between the groups.

Fries, Charles. "Investigation into Language Learning." Language Learning. 2:89-100; No. 3. July-September 1949.

The article surveys and evaluates the methods of second language acquisition. The major assumption at the time of this writing was that a second language, like a first, is most naturally acquired in its spoken form. The ear and tongue trained first, then the eye. Fries states that many of the problems could be lessened if

(1) "more complete descriptive analysis of languages were taught and systematically compared with parallel analysis of English (recently, this practice has been discouraged)
(2) practical tests that are valid instruments for measuring the various areas of linguistic ability should be administered to enable educators to obtain meaningful score norms."

Fries, Charles C. and Pike, Kenneth L. "Coexistent Phonemic Systems." Language. 25:29-51; No. 1. 1949.

Although two systems or languages may exist simultaneously, they must remain as two separate languages. Each system is observable and describable, yet unique and must be discussed in terms of its own traits without comparison with any other system.

Gaardner, Bruce A. "Teaching the Bilingual Child: Research Development Policy." Modern Language Journal. 49:165-175; No. 3. March 1965.

Bilingual children often do poorly in classes which formally study the bilingual's native tongue. If the students do poorly perhaps it is the teacher's fault. The teacher may feel inferior to the students and demand too much. The teacher must be willing to accept the child's idiolect (the child's own dialect) rather than forcing him to adhere to the dialogue of the textbook.

Garber, Malcolm. Classroom Strategies: Culture and Learning Styles. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory Inc., 1968. pp. 1-40.

Three recommendations are made in dealing with learning styles of ethnic groups. More emphasis on auditory perception should be practiced with Indian students. Word concepts, grammar and verbal expressionshould be more carefully developed. Schools should establish better communication with parents.

Gibbons, Melba Lee. An Analysis of the California Achievement Test Scores Given to the Sixth Grade Pupils in the White Public Schools of Saint Mary Parish, Louisiana. Albuquerque,

New Mexico: University Press, 1963. 45 pp.

The California Achievement Test was administered in St. Mary Parish, Louisiana to French-speaking pupils. Test was correlated with sex, foreign language background, family income, and education of parents. French-speaking pupils were significantly lower in reading vocabulary and comprehension. Parent education correlated very highly with achievement.

Gonzales, Eugene. "Mexican-American Parents Respond to Bilingual Questionnaires." California Education. 3:10-12; No. 1. September 1965.

Minority-group parents, long felt to be uninterested, are, in fact, interested and very willing to express their opinion of school programs especially when interviewed or questioned in their own language.

Gumperz, John J. "Types ~~of Linguistic~~ Communities." Anthropological Linguistics. 4:28-40. 1962

One of the key problems in ascertaining valuable information about linguistics and social behavior is that the study of these two features is rarely based on comparable sets of data. This anomaly is perhaps due to the difference between the objectives of studies of this type. "Linguistic Community" is discussed here in terms of monolingual or multilingual groups bound by "frequency of social interaction patterns and set off from surrounding areas by weakness in the lines of communication." (p. 31). The three different communities discussed are (1) regional dialects used for communication in market places, and media for intergroup communication, (2) language for use in the social and occupational community, and (3) linguistic use of the sacred and administrative codes. Whether monolingual or bilingual, these three communities exist in language use.

Gurren, Louise. "A Special Project for Teaching Speech to Transitory Puerto Rican High School Students in the City of New York." Speech Teacher. 32:148-150; No. 2. March 1958.

A gain in confidence and security by 83 Puerto Rican high school students was the outcome of this study. The objective of the project was to improve the competence of Puerto Rican high school students in using English in their subject-area (speaking, reading, and writing) classes.

Hakes, David T. "Psychological Aspects of Bilingualism." Modern Language Journal. 49:220-227; No. 4. April 1965.

Bilingualism may be psychologically disadvantageous to children. Second language learning apparently interferes with complete acquisition of the native language as observed in preschool children.

Evidence indicated that an individual who has acquired one response to a particular stimulus word and is attempting to acquire a second response to the same stimulus will experience a "negative transfer" situation -- the new learning will be more difficult than if there had been no previous learning. The bilingual is faced with the problem of

"discriminating audiences." The child who is punished for speaking Spanish at school (or English at home) soon remembers not to make the same mistake and is likely to stop talking altogether. There is much evidence that interference and negative transfer are more common with the bilingual than with the monolingual student.

Hanson, Earl and Robinson, Alan H. "Reading Readiness and Achievement of Primary Grade Children of Different Socio-Economic Strata." The Reading Teacher. 21:52-57. October 1967.

Scores by the advantaged on the Goodenough Draw-A-Man Scale, Metropolitan Readiness Tests, and the Metropolitan Achievement Tests were significantly higher on each test than were scores of the disadvantaged.

Harter, Helen. "English is Fun, or the Rhythm and Song Approach to the Teaching of English to Non-English Speech Beginners." ERIC. Ed. 015 035, 1960. p. 92.

An interesting approach to teaching English as a second language to beginning students is outlined in this study. Drills, songs, games, dances, and nursery rhymes are utilized.

Haugen, Einar. "Problems of Bilingualism." Lingua. 2:271-290; No. 3. August 1950.

Social pressure becomes language pressure when one moves from one linguistic community to another. Linguistic conformity takes place when the learner has acclimated himself to the new environment. This article points out that the bilingual, in the process of learning, goes from "erratic substitution" to "systematic substitution" as he becomes more proficient in the new language.

Havighurst, R. J. and Hilkevitch, R. R. "The Intelligence of Indian Children as Measured by a Performance Scale." Journal of Abnormal and Social Psychology. 39:419-433. 1944.

This study sought to determine how Indian children of eleven communities perform on the standard achievement and intelligence tests. It was concluded that a performance test of intelligence is more valuable for eductional placement than one which requires much use of the English language. The statement that Indian children work more slowly than white children was disproved as a result of the study.

Havighurst, Robert J. "Education Among American Indians: Individual Cultural Aspects." The Annals of the American Academy of Political and Social Science. 311:105-115. March 1957.

Havighurst stated that Indian children have the same mental equipment as white children, but their cultural status and experiences caused them to rank lower on educational achievement tests, especially in high school subjects. This lower achievement is attributed to the cultural norms of cooperation, accepted by Indian students, as opposed to the Anglo norm of competition.

Hayden, Robert G. and Fishman, Joshua A. "The Impact of Exposure to Ethnic Mother Tongues on Foreign Language Teachers in American High Schools and Colleges." Modern Language Journal. 48:262-274. May 1964.

The study was conducted to find out how frequently the foreign language teachers in American high schools and colleges of a linguistic-ethnic background are congruent with the specific language they taught. The data presented indicated that foreign language teachers express positive attitudes toward language maintenance efforts of American ethnic groups. More than three quarters of the teachers surveyed expressed interest in utilizing the resources of ethnic groups for instructional purposes.

Henderson, Norman. Study of Intelligence of Children of Mexican and Non-Mexican Parentage. Occidental College, 1948. Master's Thesis.

Spanish-American children had consistently lower mean I.Q.'s than Anglo children. The differences increased as the children gained in age and grade level. Questionable reliability exists due to lack of prediction of later scores of the Spanish-American children. A vocabulary deficiency and lack of motivation may have caused the lower scores of the experimental group.

Herr, Selma E. "Effect of Pre-first Grade Training Upon Reading and Reading Achievement Among Spanish-American Children." Journal of Educational Psychology. 37:87-102; No. 2. February 1946.

Herr worked with two groups of five-year olds. The control group did not attend school while the experimental group went to school an extra year with emphasis on language and visual and audial perception. Within a two year period, the experimental group showed significantly greater reading achievement.

Hess, Stephen Grant. A Comparative Study of the Understanding Which Bilingual Students Have of the Multiple Meanings of English Words. Albuquerque: University of New Mexico, 1963. Master's Thesis.

The effect of multiple meaning English words on bilingual Indian and Spanish-speaking children was compared with their effect on monolingual English-speaking children. There was a significant difference in the achievement of the Spanish and Indian children compared to the Anglos, who achieved at a higher level than the other groups. The conclusions drawn from this study are:

1. Bilinguals need a better understanding of words in context.
2. Further studies are needed to explore the effects of multiple words on various groups.

Higa, Masanor. "Psycholinguistic Concept of 'Difficulty' and 'Teaching of Foreign Language Vocabulary'." Language Learning. 15:167-177; Nos. 3-4. 1965.

The learner's past and present learning experiences determine the ease or difficulty the bilingual has in learning the second language. The five factors which relate relationships among words learned and words to be learned are:

1. The intrinsic difficulty of the word.
2. The interaction between the new word and the word already learned.
3. The interaction within words learned at the same time.
4. The interaction between words learned in a sequence.
5. The effect of repeated presentation of words to be learned.

A relatively large number of repetitions is necessary to produce effective verbal learning.

Hill, Archibald. "Language Analysis and Language Teaching." Modern Language Journal. 40:335-345. 1956.

Several books and texts specifically written for instruction of bilinguals are available. A good text book should have these characteristics:

1. It uses technical terminology but explains it accurately.
2. It deals thoroughly with accent and intonation.
3. It presents pronunciation in terms of the similarities and differences between the native tongue and the new language.
4. It presents the sounds as they normally occur in that language, i.e., the sound /d/ in Spanish occurs after most consonants, and the /th/ sound between vowels.
5. It points out that oral drills should be at normal speed.

Hoenigswald, Henry M. "Bilingualism, Presumable Bilingualism, and Diachrony." Anthropological Linguistics. 4:1-5. 1962.

A discussion of the inequities between the common studies of linguistics (those dealing with the historical development of language) and the need for the study of "external history" ( i.e. language change) is the purpose of this study.

Holland, William. "Language Barriers as an Educational Problem of Spanish-Speaking Children." Exceptional Children. 27:42-50. 1960.

In an analysis of language barrier as an educational problem to children, the WISC was translated into Spanish and administered bilingually resulting in an English verbal score/bilingual verbal score. Lack of English comprehension was a serious handicap to the educational adjustment in over forty percent of the 36 students tested. The conclusions are that language barrier is the result of lack of acculturation, not linguistic incompetence alone. Bilingual education is the recommendation to alleviate the problem.

Holland, William. "Method for Testing Bilingual Children with the WISC." Tucson Public Schools: Department of Guidance and Counseling. 1958.

An attempt to "define and analyze the social and cultural background of the educational problem" of 36 Spanish-speaking children was made by Holland. After administering the WISC, he found that all but three students had a language barrier. In the conclusion he noted that a language barrier exists when the subject is unacculturated and knows more Spanish than English. The bilinguals' scores were also low "because the Spanish family can offer its offspring fewer opportunities to develop proficiency in verbal skills. Aside from the language barrier, substandard verbal development of Spanish-speaking pupils is probably the result of being bilingual and having to forfeit a more thorough knowledge of one language for partial familiarity with two."

Horn, Thomas. "Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade." Reading Teacher. 20:38-42; No. 1. October 1966.

The need for developing suitable measures for assessing the capabilities, experiential background, cognitive functioning, and language levels of Spanish-speaking disadvantaged children is the conclusion Horn draws in his study of twenty-eight first grade classrooms. The purpose of his study was to ascertain whether there was a significant difference among the mean reading readiness scores of three groups undergoing different methods in instruction. The three approaches were the oral-aural approach in English, the oral-aural approach in Spanish, and a non-oral-aural approach. The study showed that utilization of the three approaches did not lead to significant differences in reading readiness.

Hoyer, Harry. "Linguistic and Cultural Change." Language. 24:335-345. 1948.

Language and culture are interrelated. People whose languages are related may have very different cultures. Culture areas result from traits of culture that are easily borrowed. Similarities in language are not due to borrowing but to a common linguistic tradition. Since language is an important part of the cultural pattern, changes in language must take place in response to cultural changes. Little or no information is available on the effect of semantic change upon the phonemic and grammatical patterns of a language. Studies are lacking on the processes of linguistic change and on the possibilities of relating these to the processes of change in the non-linguistic aspect of culture.

Hurley, Lucille S. "The Consequences of Fetal Impoverishment." Nutrition Today. December 1968. pp. 3-10.

Fifty years ago, birth defects were usually considered unfortunate quirks of Fate which were out of the control of man's knowledge and understanding. Since this time studies have been conducted which show that malnutrition does effect the growth of the fetus. Nutrition deficiency could produce congenital malformations. This study includes research in various aspects of kinds of malnutrition and the danger of poor nutrition to both the child and mother.

Ikeda, Hitoshi. "The Application of the Meaning Theory in Arithmetic in Selected Third-Grade Classes." The Indian Research Study. Albuquerque: University of New Mexico, 1960. pp. 189-205.

Ikeda used a sample of 259 Indian students to determine if arithmetic retardation could be reduced when language, culture, and experience were accommodated. Substantial gains in performance were noted, but the results appeared to be inconclusive.

"The Intelligent Bilingual." Educator's Complete ERIC Handbook, Phase One. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967. p. 164.

Until recently, many research studies supported the conclusion that bilingualism produced confusion and resulted in an intellectual deficit. This study matched a monolingual and bilingual group on the bases of sex, socioeconomic class, and age. Both groups were tested extensively with intelligence tests and measures of attitude. The bilingual children were superior in intelligence, presented a greater mental flexibility, superiority in abstract concept formation, and, in general, possessed a more diversified set of mental abilities than did their monolingual counterparts. Bilingual children also had a more friendly attitude toward those whose language they had learned.

Jacobs, Roderick A. and Rosenbaum, Peter S. English Transformational Grammar. Waltham, Mass:Bleisdell Publishing Co , 1968.

Transformational grammar deals primarily with the study of the structure of the grammatical system of a language. Here the reader is offered a potpourri of information dealing with various levels of transformation, constituents and features of syntax and conjunction, to mention a few.

Jakobovits, Leon A. and Lambert, Wallace E. "Semantic Satiation Among Bilinguals." Journal of Experimental Psychology. 62: 576-582. 1961.

A heterogeneous group of English-French bilinguals were studied to determine the presence of "semantic satiation among bilinguals." The results of the tests showed that the compound (those with two functionally dependent language systems) exhibited a cross-satiation effect. The coordinate bilinguals (those with two functionally independent language systems) did not. Cross-satiation refers to the mixing and substitution of meaning in two languages. It is the apparent interference of one language on the other. The conclusions support the contention that coordinate bilinguals are less susceptible to the satiation effect than the compound monolinguals.

Jimenez, Carmina. Performances on English and Spanish Editions of the Stanford-Binet by Spanish-American Children. Albuquerque: University of New Mexico, 1951. Master's Thesis.

The author hypothesized that in measures of school achievement,

Spanish-speaking students underachieve due to the administering of intelligence tests in English. A Spanish translation and English Stanford-Binet were given to typical Spanish-American students. The conclusion was that the English form of the test was a better indicator of academic success.

Johnson, Charles E. and Flores, Joseph. "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal. 47:8-11; No. 1. January 1963.

To allow for language instruction, other instructional periods of the school day were shortened. The purpose of this study was to see if the average gain in pupil achievement in basic skills was hampered. Ten fourth grade classrooms were used as the sample. The experimental group received twenty minutes of language instruction each school day. The students showed no significant loss in achievement in other subjects when measured by the Iowa Every-Pupil Test of Basic Skills.

Johnson, G.B. Jr. "Relationship Existing Between Bilingualism and Racial Attitude." Journal of Educational Psychology. 42:357-365; No. 5. May 1951.

In this study it was found that a profound knowledge of the Anglo culture or no knowledge of it yielded the least cultural prejudice. The attitudes of bilingual male students toward the Anglo culture were used to ascertain this.

Johnston, Marjorie C. and Ferrerira, Stella L. "Useful References for Teachers of Foreign Languages." Modern Language Journal. 41:308-312. November 1957.

Various types of reference materials such as records, books, reports, journals, film strips, charts, music, games, vocational opportunities, and information on other countries are available to the teachers of foreign languages.

Kaufman, Maurice. "Will Instruction in Reading Spanish Affect Ability in Reading English?" Journal of Reading. 11:521-527; No. 7. April 1968.

Kaufman questioned the effect of instruction in reading Spanish on reading ability in English of Spanish-speaking children who were retarded in reading English. Experimental (native Spanish taught in Spanish) and control groups at two schools received equivalent instruction in English. At school B -- where the experiment lasted two years -- there was evidence of positive transfer. There was no reliable evidence of interference at either school. Greater reading ability in Spanish resulted from direct instruction in reading Spanish than from unplanned transfer from English alone. The conclusions stated that planned transfer of learning from Spanish to English has some value for improving reading ability of English-Spanish bilinguals.

Kaulfers, Walter. "Bilingualism in Education: A Report on the International Seminar, Wales." Education Forum. 31:117-18. 1966.

Divergent opinions occur with respect to the effect of bilingualism on the development of intelligence. In "Bilingualism in Education" Kaulfers stated that a second language should be taught as a medium for enabling a learner to acquire knowledge about his real world. The report echoed a four hundred year old statement by Juan Luis Vives -- "No language is in itself worth the trouble of learning if nothing is sought beyond the linguistic aspect."

Keston, J. Norton and Jimenez, Carmina. " A Study of the Performance on English and Spanish Editions of the Stanford-Binet Intelligence Scale by Spanish-American Children." Journal of Genetic Psychology. 85:263-269. December 1954.

Should the Stanford-Binet Intelligence Test be translated into Spanish for Spanish-speaking students? After administering the test to fifty Spanish-Americans, significant differences emerged between test scores on the English and Spanish forms. Although it was believed that the English test does not give an accurate measure of intelligence, it was found that the English version provided a wider range of scores.

Kittell, Jack E. "Intelligence Test Performance of Children from Bilingual Environments." Elementary School Journal. 2:76-83. 1963-1964.

Sixty-six children, half bilingual and half monolingual from grades three and five, were given the S-Form of the C.T.M.M. and the California Reading test to ascertain if grade level, sex and chronological age effect their performance on the tests. The fifth grade children had a lower mean language mean average than non-language mean average. Third grade unilingual children had a higher language mean average than the bilingual children. Bilingual environments are a handicap in performance in intelligence measures during the primary grades, but could be an asset at the fifth grade level. The handicap is greatest for girls.

Kittle, J. E. "Bilingualism and Languages -- Non-Language Intelligence Scores for Third Grade Children." Journal of Educational Research. 52:263. November 1959.

The study is a comparison of the performance of bilingual and monolingual students on verbal and non-verbal intelligence tests relating socioeconomic status, foreign birth, sex and chronological age. The research tried to discover if reading ability was affected by differences between language and non-language scores or did reading ability effect such differences. Children with bilingual environments scored lower in mental maturity, but the investigation failed to reveal what effect this would have on achievement in school. It was concluded that teachers should examine mental maturity language scores rather than relying solely on I.Q. scores.

Klee, John. "Effective Practices in Secondary Foreign Language Teaching." Modern Language Journal. 45:207-211. May 1961.

The following are some effective teaching practices as observed

by the author in the United States and abroad.

1. The entire class must be constantly encouraged to participate individually and in chorus.
2. All readings should be discussed in the foreign language, including first-year classes.
3. All "conversational questions" written in the textbook should be answered in writing by the students.
4. Using a rotation system, board work may be done each day by different members of the class.
5. Occasionally, questions based upon the text can be brought to class by each student, exchanged and then answered.
6. Frequently introduce "outside" material to the class.
7. Advanced students should be encouraged to write skits, poems, etc. and present them to the class.
8. Students should be responsible for a class presentation on a topic of interest.
9. Tape recording may be used effectively, allowing the teacher to give individual attention.
10. With advanced students, story-making can be done with each student adding a line.
11. Oral and written tests should be given after a lesson or unit.
12. Laboratory tapes can be used for reviewing aural comprehension, simulated dictation, question and answer, translation, and composition areas.
13. Have the students read silently when listening to commercially prepared records and tapes.
14. Movies, with the script should be utilized.
15. Two to four book reports in the second language should be presented both orally and in written form.
16. Letter-exchange programs should be utilized whenever possible.
17. Foreign language clubs should be established.
18. Newspapers and magazines should always be available.
19. Listening to the radio and television should be an important activity.

Knapp, Robert R. "Effects of Time Limits on Intelligence Test Performance of Mexican and American Subjects." Journal of Educational Psychology. 51:14-20. February 1960.

The Cattell Culture Free Intelligence Test, forms 2A and 2B, was administered to a Mexican and American sample to determine the effect of power and speed situations. The Mexican sample scored significantly lower mean scores in all areas than the American sample. The imposition of speed was significantly detrimental to the Mexicans' scores. Both groups, however, scored significantly higher on the second test, regardless of which test was administered first. All subjects appeared to be at a disadvantage when the speed test preceded the power test.

Knowlton, Clark S. "Patron-Peon Pattern Among the Spanish American of New Mexico." Social Forces. 41:12-17; No. 1. October 1962.

A major element in the Spanish American rural social organization was the patron-peon pattern. Although the pattern is now in the process of dissolution, the underlying cultural values remain and create many difficulties in the adjustment and acculturation of Spanish-Americans to the dominant English-speaking society of modern New Mexico.

Lado, Robert. "Linguistic Interpretations of Speech Problems of Foreign Students." Quarterly Journal of Speech. 46:171-175. April 1960.

A foreign student's inability to pronounce the /z/ sound (initially, medially, or finally) was used to illustrate some important conclusions about bilingualism. When the native language of the learner has one phoneme in a phonetic range where the target or goal language has two, the student tends to substitute his single phoneme for the two sounds of the goal language. For example, Spanish speakers have a tendency to add an intrusive vowel sound /e/ before clusters with /st/ changing the /st/ to /est/, thus states becomes estates.

Lambert, W. E. "Measurement of the Linguistic Dominance of Bilinguals." Journal of Abnormal and Social Psychology. 50:197-200. March 1955.

A group of college students and native French speakers were studied to assess the measure of linguistic dominance in bilinguals and to measure the degree to which one language is dominant over the other. Language dominance was related to cultural and personality traits. The better one knows a second language, the less time he will need to "translate."

Lambert, W. E., Havelka, J. and Crosby, C. "The Influence of Language Acquisition Contexts on Bilingualism." Journal of Abnormal and Social Psychology. 56:239-244. 1958.

The learning of two languages in two culturally distinctive contexts was studied in an attempt to discover if separate-culture learning enhances the learner's ability to use one language and then the other. If a bilingual has learned the two languages in culturally distinct contexts, the differences in meaning when translated from one language to another are increased.

Lambert, W. E., Havelka, J. and Gardner, R. C. "Linguistic Manifestations of Bilingualism." American Journal of Psychology. 72: 77-82. 1959.

In an attempt to determine the degree of correlation among various aspects of the bilingual's linguistic behavior, French and English bilinguals were used as the subjects. The closer the individual comes to achieving bilingual balance (equal competence in the two languages), the more capable the learner is of reading, speaking, and writing with equal fluency and speed in the two languages. It is interesting to note that if the learner is dominant in reading Spanish, for example, he will also show dominant characteristics in speaking and writing in that language.

Lambert, Wallace, "Developmental Aspects of Second Language Acquisition; Part I, Associational Fluency, Stimulus Provocativeness and Word-Order Influence." Journal of Social Psychology. 43:83-89. 1956.

In a discussion of psycholinguistic behavior and its effects on language learning, the author points out that the more advanced the learner, the less psycholinguistic interference occurs.

Lambert, Wallace. "Psycholinguistic Approaches to the Study of Language, Part II: On Second Language Learning and Bilingualism." Modern Language Journal. 47:114-121. March 1963.

Second language learning requires social-psychological changes which allow the learner to adopt gradually various aspects of behavior which characterize members of another linguistic/cultural group. The success with which the learner acquires the second language depends, in part, upon the ethnocentric attitudes and tendencies he holds with respect to the culture to which he is attempting to adapt.

Lancaster, Louise. "Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Pupils." ERIC. Ed. 013 454. 1966.

A twenty-eight unit program for teachers of four and five year olds is presented. The use of this material resulted in the children gaining command of spoken English.

Langacker, Ronald W. Language and Its Structures: Some Fundamental Linguistic Concepts. New York: Harcourt, Brace and World, 1968.

As an up-to-date study of the nature and structure of language, viewed by modern linguists, this book is a basic study into the reason why language is worthy of study. Dialect geography, social attitudes toward language and writing, lexical items, the components of language organization, syntax, and phonology are discussed. The clarity of the book is due in part to the void of complex and technical discussions often found in books of this nature.

Leighton, Roby, ed. "Bicultural Linguistic Concepts in Education." Educator's Complete ERIC Handbook, Phase One. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1967.

This article summarized the work of a workshop held in Tucson, Arizona. Educational objectives for Spanish and Indian students were developed at the workshop. Bicultural guidance involving both the teacher and the counselor was suggested. The teacher should realize that many culturally different students have a hopeless attitude because of a deep-seated sense of inferiority growing from their unsuccessful attempts of competing with Anglo-American students.

Intonation, pitch, juncture, and rhythm should be emphasized in oral communication. One of the major reasons Spanish and Indian students have difficulty with English is they experience basic confusion about the speech sounds of English when posed against their native tongue. Remedial programs should be built around this language difficulty.

Lennenberg, Eric H. Biological Foundations of Language. New York: Wiley, 1967.

"The book attempts to reinstate the concept of the biological basis of language capacities and to make specific assumptions so explicit that they may be subjected to empirical tests." It is a discussion rather than a presentation of the biological foundations of language.

Leopold, W. F. Speech Development of Bilingual Child. A Linguist's Record. Evanston, Illinois: Northwestern University Press, 1949.

The subject matter of this book deals with a two year old's speech acquisiton of German and English. The volumes are in diary form, each new word and sound carefully recorded. There is obvious confusion noted in mixing the two languages. The author also talks about the observations he makes on Hildegard and Karla.

Leopold, Werner P. "Patterning in Children's Language Learning." Language Learning. 5:1-14. 1953-1954.

A study of his child's language acquisition of English and German from birth showed that often the child combined the two languages. Consciousness of dealing with two languages began early in the third year. The most striking effect of bilingualism was a "noticeable looseness of the link between the phonetic word and its meaning."

Lieberson, Stanley, ed. Explorations in Sociolinguistics. Sociological Inquiry. 36. Indiana University Research Center in Anthropology, Folklore, and Linguistics. 1967.

A series of articles is presented here to "bridge the gap between linguistics and the behavioral sciences." Perhaps the most important contribution sociology can make is through the application of its various intellectual perspective to the subject of languages, which range from ecological to the social psychological. The contributions in this journal make important points in the study of sociolinguistics.

Loretan, Joseph O. et. al. "Evaluation of Science Instruction in Spanish for Students of Spanish-Speaking Background -- Steps for Implementing Experimental Projects (For School Information)." ERIC. Ed 012 559. p. 48.

A science project with the purpose of fostering bilingualism, forestalling anticipated difficulties, and providing motivation and course requirements in high school is described by Loretan. Two

seventh grade science classes of similar age, background, and abilities were given the same program in all respects but three. The experimental group received their instruction in Spanish -- and were given a course in the Spanish language. The two groups were then measured for progress in Spanish, science, English, and student attitudes. The results indicated an improvement in Spanish and science by those who received instruction in Spanish.

Lorge, Sarah. "Language Laboratory Research in the New York City High Schools: A Discussion of the Program and Findings." Modern Language Journal. 48:409-419. November 1964.

To determine if the teacher improves the teaching-learning situation by using language laboratories as a teaching aid was studied here. Over a three-year period, it was observed that the group utilizing the language laboratory showed impressive gains over the control group. The language labs were most effective when the teacher was enthusiastic and felt at ease in handling the equipment. The time given to lab, the type of equipment used, and the types of lesson-tapes used contributed to the success of the program.

Maberly, Norman. "The Validity of the Graduate Record Examinations as Used with English-Speaking Foreign Students." Educational and Psychological Measurement. 23:785-788; Part 2. Autumn-Winter, 1963.

An attempt to obtain empirical evidence of validity that would justify or preclude the use of and part of the Graduate Record Examinations for either total or contributory evaluations of the academic potential of English-speaking foreign students seeking entrance into American graduate schools is made. Grade point after two full semesters was correlated with the GRE scores. There was a high correlation between performance on the GRE and achievement in graduate school.

Macnamara, John, ed. "Problems of Bilingualism." Journal of Social Issues. 23; No. 2. April 1967.

As an excellent resource on the problems of bilingualism, this journal offers some of the clearest, competent work in this field. The selections and care taken in clearly explaining the problems of the bilingual child are to be commended: the journal is excellent.

"Malnutrition in Early Life and Subsequent Mental Performance." Dairy Council Digest. 39:13-16; No. 3. May-June 1968.

The purpose of this study is to present some current concepts of this subject, hypotheses being tested, and research approaches used. The discussion is involved in brain development and its reliance on proper nutrition to develop properly. In reference to a study in Guatemala, it was noted that mental retardation can occur at degrees of protein-calorie malnutrition associated with poor growth and is not limited to severe malnutrition. From the other research studies cited, it is clear that malnutrition does effect the mental development of the child.

Matias, W. "Teaching Spanish as a Foreign Language in Spanish Speaking Environments." Modern Language Journal. 42:399-401. December 1958.

A description of the methods used to teach non-Spanish speaking students Spanish at the Inter American University of Puerto Rico is discussed in this study. One innovation is the combination of English-speaking students studying Spanish with Spanish-speaking Puerto Ricans studying English in one large language class.

McCanne, Roy. "A Study of Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes." ERIC. Ed. 010 380. 1966.

This study compared three approaches to developing English arts skills, especially in reading, with first grade children from Spanish-speaking families. The treatments for English reading were basal reading, second language reading, and language-experience reading. These differing approaches resulted in no significant differences in reading achievement. Basal reading was favored with respect to reading readiness skills, attitude toward reading, and general reading achievement. All three methods had their advantages in the areas of oral achievement, writing fluency, and comprehension. Because of restrictions placed upon the study by the teacher and pupil population variables, the conclusions are tentative.

Mercer, Veta Walker. The Efficiency of the Bilingual Child in Understanding Analogies in the English Language. Albuquerque: University of New Mexico, 1960. Master's Thesis.

The results of this study indicated that Anglo students, who were used in both the control and experimental groups, achieved at a higher level than Indian and Spanish children. The study concluded that non-Anglo students need to develop skill in understanding English analogies.

"The Mexican American Education Committee of Metropolitan Los Angeles." ERIC. 1967. p. 47.

The following policies and philosophies for a bilingual education program were stated:

1. To accept the purposes of education in American democracy defined as basic principles by the Education Policies Commission.
2. To recognize the "culture within a culture" concept.
3. To recognize that the function of the school is to perpetuate the core values and institutions of the particular culture.

To aid in acculturation, bilingual teachers, counselors, and administrators should be hired.

Michael, John A. "High School Climates and Plans for Entering College." Public Opinion Quarterly. 25:585-595; No. 4. 1961.

Michael reported that college attendance rates could best be predicted through consideration of individual characteristics and ability, as well as family background. The high school climate does exert some influence.

Miller, Harold. "Indian Education." ERIC. Ed. 014 346, 1966. p. 10.

Indian education may be divided into four historical categories:

1. Until 1870 the policy was exclusion from national life.

2. Between 1870 and 1930, the policy was to remake the Indian in the image of the white farmer of rural America.

3. Between 1930 and 1960 there was a gradual shift to the aim of terminating federal responsibility for the Indian.

4. The objective of full participation by the Indian in American life, on and off the reservation, has developed since 1960. The major problems to be overcome are cultural differences, language barriers, and remedial education.

Montez, Phillip, et. al. "An Evaluation of Operation Head Start Bilingual Children, Summer, 1965." ERIC. Ed. 013 667, 1966.

This study showed that in California the Spanish-American is two years behind the Negro, and three and a half years behind the Anglo in scholastic achievement. Assimilation into our culture is made almost impossible due to the divergency of the Spanish culture in terms of the middle class values.

Morris, Joyce. The Santo Domingo Program of Concept and Language Development. Unpublished Doctoral Dissertation, Albuquerque: The Graduate School, University of New Mexico, 1963.

Morris's study was based on the premise that New Mexico Indian children are failing to achieve at a level commensurate with their innate ability because of inadequate language skills and a meager experiential background. Concrete experiences were provided so these students could relate concepts to the curriculum of the primary school. Fifteen field trips were planned to transport eighty children to illustrative places mentioned in primary grade social studies and science courses of study. The airport, a train ride, an apple orchard, the TV, radio stations, the telephone office, Zip Potato Chip factory, 7-Up Bottling Co., Winrock Shopping Center were included. ESL lessons were written for practice both prior to and following the field trip. Morris' primary concern was making use of pattern practice in teaching the subject matter of social studies and elementary science.

Morton, F. Rand. Statement in The Linguistic Reporter. Supplement No. 15, June 1965. p. 1.

As an objective of the bilingual program, the learner should be able to master the standard sound system and be able to demonstrate the use of discriminatory abilities similar to those of a ten-year-old native speaker.

Mullins, Martha Mersman. "The Personality Differences Between Unilingual and Bilingual Ninth Grade Students in a Depressed Area." Unpublished Master's Thesis, University of New Mexico, 1961.

Mullins found that unilingual males ranked significantly higher in areas of sociability, tolerance, and psychologicalmindedness on the Lorge-Thorndike Verbal and Nonverbal Intelligence Tests (Level Four) than bilingual males. However, the means of each group were similar. Female unilingual and bilingual means were even more alike. Where male groups fall below the national high school mean, female groups show greater deviation. Mullins' experiment suggests that a further study of personality effects on bilingual and monolingual students be conducted in connection with socioeconomic status and intelligence. These might be the important factors causing problems rather than bilingualism or biculturalism.

Nida, Eugene. "Approaching Reading Through the Native Language." Language Learning. 2:16-20; No. 1. January - March 1949.

Nida reviews the policies dealing with teaching reading to non-native speakers of English who live in the United States (Spanish, Indian). The article is primarily a historical overview of the kind of education and educational policies followed in educating these people.

Nida, Eugene. "Some Psychological Problems in Language Learning." Language Learning. 8:7-16; 1957.

Aside from learning another system of communication, second language learning is important because it aids the learner in understanding relevant characteristics of structure and pattern in human behavior. One of the major values acquired from analyzing one's own intonational pattern and comparing it with the intonational systems of other languages is the breaking down of unconsciously acquired prejudices against what are considered the "strange" characteristics of another language or culture.

Noel, Doris. "A Comparative Study of the Relationship between the Quality of a Child's Language and the Quality and Types of Language Used at Home." Journal of Educational Research. 47: 161-167. September 1953.

If the schools are to be given the responsibility of aiding the student in acclimating himself to another culture, we must assess the role of the school as an environmental factor. There is a definite relationship between the quality of language spoken by the parents and the children. The language habits of 84% of the children were

determined by the parents' usage. If one language is dominant at home, the role of the school in creating competence in using the new or second language is compounded greatly by the unconscious resistance the learner brings with him toward learning the second language.

Norris, Mary Jane. "Linguistic Science and It's Classroom Reflection." Language Learning. 10:55-62; No. 1-2. 1960.

The elements of linguistic science are summarized in five points:

1. The realization of the nature of language.

    a. Language is vocal.
    b. Language symbols are arbitrary.
    c. Language has a system.
    d. Language is for communication.
    e. Language is made up of habits.
    f. There is a relation between language and the culture in which it is used.
    g. Language is dynamic.
    h. No two languages have the same set of patterns or pronunciation, words, and syntax.

2. The realization that the habitual patterns of one's language interferes with learning the patterns of another language.

3. Methods of analyzing and describing languages.

4. Descriptions of some languages.

5. Techniques for comparison of two languages.

Olsen, James. "Verbal Ability of Culturally Different." Education Forum. 29:280-284. 1965.

Schools must provide programs for culturally different children "because the responsibility for change is primarily with the school, not the child." To aid in this change, the author suggested:

1. Schools must develop an understanding of oral language development. Informal learning situations which are not structured or task centered must be created.

2. Curriculums should be established which challenge the learner to develop greater precision of meaning. The curriculum must be the medium through which the child develops and extends his language skills.

Oppenheimer, Max Jr. "The Bane of Our Linguistic Insensibility." Modern Language Journal 45:64-67. February 1961.

The average American is ignorant of the meaning, value, and role of many of the words he uses due to deficient grammatical training in our elementary and secondary schools. The English speaker is not aware

of the literal etymological meanings of "loan translations." If the English speaker were better equipped to analyze the component parts, the structure, and the mechanism of his own language, he could more easily make comparisons between it and the language to be acquired.

Palomares, Uvaldo. "Assessment of Rural Mexican-American Students in Grades Pre-School through Twelfth." ERIC. Ed. 013 690, April 1967.

Research conducted on Spanish-American children has revealed that these students seem to fall progressively behind the normal student population. They have low self-concepts and feelings of inadequacy. Palomares confirmed this in his recent study.

Peck, Robert F. "Intelligence, Ethnicity, and Social Roles in Adolescent Society." Sociometry. 25:64-71. 1962.

Peck studied over 1200 adolescents in three Texas communities and found that ethnic factors decidedly bias the judgment of adolescents in these mixed communities. As early as the adolescent years, most Latin-American pupils adopt a deeply passive attitude toward the total community in which they live. They mirror and perpetuate the pattern of non-involvement in political or civic affairs which most of their parents demonstrate. This is not wholly a matter of social class.

Peters, Herbert D. "Performance of Hope Children on Four Intelligence Tests." Journal of American Indian Education. 2:27-31. January 1963.

The Weschsler Intelligence Scale for Children, the S.R.A. Primary Mental Abilities Test, the California Test of Mental Maturity, and Otis Alpha and Beta Tests were administered to Hopi Indian five-to-fifteen year olds. The Otis Alpha and WISC reported the highest scores. Verbal scores were consistent with academic achievement.

Pike, Eunice. "Test for Predicting Phonetic Ability." Language Learning. 9:35-42. Nos. 1-2. 1959.

This study reports the results of a pilot study designed to predict potential phonetic ability. Students were asked to mimic the teacher in making certain nonsensical and sensical sound clusters (pzk-nonsense, spo-sensical). The test was designed to determine the student's ability to control his vocal apparatus, take dictation, pronounce sound sequences, and to understand phonetic theory. The results of the post test showed a correlation of..7 which was significant at the .01 level.

Pike, Kenneth L. "Toward a Theory of Change and Bilingualism." Studies in Linguistics. 15:1-7; Nos. 1-2. Summer 1960.

The contrast between monolingual and bilingual users of a language is noted here. The relationship between change in system in general and the status of the language of the bilingual is the main object of this study. The terms "changed components" and "shared components" are used to illustrate the differences between the monolinguals and bilinguals acquisition of language. The phonetic differences may be dissimilar

enough to constitute total change, or the phonetic signals are similar, thus shared. A "shared" unit implies the presence of a larger system embracing the two systems of the bilingual.

Pirtle, Wayne G. "A Multiple Response Device in Foreign Language Learning." Modern Language Journal. 48:39-40. November 1964.

Harry Stone and Charles Ostander developed an electronic testing device (MIRD). The possibilities for foreign language learning are discussed here. There is a switchboard and panel of lights at the teacher's desk which are visible to the students. Each student has a switch at his desk that corresponds with the teacher's panel. After asking a multiple choice or yes-no question, the teacher checks the panel to see which students answered correctly. Immediate reinforcement takes place because the student knows if he has answered correctly or not.

Politzer, Robert L. "On the Relation of Linguistics to Language Teaching." Modern Language Journal. 42:56-58. February 1958.

Concrete and practical application of linguistics to language teaching may alleviate some of the problems. "Applied linguistics" may be used and perhaps defined in the following:

1. Applied linguistics is the utilization in teaching of certain attitudes held by the majority. For example, the widespread practice of intensive oral drill in second language learning.

2. Applied linguistics may reflect the linguist's assumptions as to the nature of language.

3. The facts of the new language may be presented to students in terms of the findings of linguistic analysis.

4. The foreign language, as used by the learner, is subject to linguistic analysis.

5. A comparison of the linguistic analysis of the language of the learner with that of the language to be studied enables us to predict the difficulties the learner will encounter.

6. Linguistic analysis is of most relevance to the area of teaching methodology.

Pro, Sergio. "Problemes Methodologiques Relatits a la Differenciation Entre Signification Referentielle et Signification Emotive." L'Evolution Psychiatrique. 30:123-136; No. 1. 1965.

Problems of differentiation between deferential meaning and emotive meaning are based on:

1. Communicative or expressive use of language.

2. Conventionality, mutual consent, or empathetic recognition.

3. Identity.

4. Stability.

5. Definition of referential meaning.

Emotive, semantic structure consists of emotive atmosphere, emotive response, and situational emotive reaction.

Ramsey, Robert M. and Nattinger, James R. "Language Teaching in a Bilingual Environment." Language Learning. 15:61-65; Nos. 1-2. 1965.

The speaker of Spanish will undoubtedly have difficulty with certain sounds in English which are not present in his own tongue. The introduction to this section lists the phonemes which might be difficult for the bilingual student.

Rao, T. S. "Development and Use of 'Directions Test' for Measuring Degree of Bilingualism." Journal of Psychological Researches. 8:114-119; No. 3. September 1964.

The author developed a test to measure degrees of bilingualism consisting of 20 items to evaluate comprehension and direction-following. The split-half reliability was .73 and test-retest reliability .84. A correlation of cases between 20 bilingual and 20 Tamil subjects indicated validity. Analysis of variance showed sex and age differenc to be significant at the .01 and .001 levels respectively.

Reed, Davis, Lado, Robert and Shen, Yao. "The Importance of Native Language in Foreign Language Learning." Language Learning. 1: 17-23. January 1948.

The problems which arise due to differences between the sound systems of the native language and foreign language are discussed. A phonetic test was administered to English, Chinese, Portuguese, and Spanish subjects. Most learning occurred when all of the subjects were from the same ethnic background rather than a mixture of the groups.

Regan, Timothy F. "TEFL and the Culturally Deprived." ERIC. Ed. 013 691, 1967

There are two problems identified in teaching culturally disadvantaged adults. The cultural disorientation of the learner and the complex problems of learning English as a second language are the major stumbling blocks to acculturation. An atmosphere which is sensitive to cultural differences and the adoption of programmed materials for the culturally different are seen as potentially useful new approaches.

Rivera, Carlos. "The Teaching of Spanish in the Second Grade of El Paso Public Schools." Hispania. 1953, pp. 450-453; 1954. pp. 493-496; and 1956. pp. 100-103.

The Spanish language and the Mexican and Spanish cultures have been taught in the El Paso, Texas schools since 1951. The emphasis is on oral development, but some reading and writing is done in the fourth and fifth grades. The teaching units are designed to motivate and create interest. They include such activities as home, community life, transportation, communications, school activities, health, and safety.

Robinett, Ralph F. et. al. "Biff and Tiff, Miami Linguistic Readers, Introductory Unit and Level One-A. Teacher's Manual." ERIC. Ed. 014 721, 1965. p. 27.

Each of the twenty-two texts prepared by a group of linguists for the Dade County Public Schools is accompanied by a seatwork booklet and a teacher's manual. The effectiveness of the series was not reported in the study.

Rohn, Ramona. Improvement of Oral English in the First Grade in the Santo Domingo School. Albuquerque, New Mexico: University of New Mexico Press, 1964.

The greatest need of the Indian child in New Mexico's schools is to become more articulate in English. Two Indian groups (Zuni and Santo Domingo) were given the Common Concepts Foreign Language Test. The Santo Domingo children were taken on field trips and exposed to new materials and procedures and then retested. Improvement of vocabulary and other gains were observed. Teachers must understand the difference between cultures and also understand the conflicts that arise because of these differences.

Rojas, Pauline M. "Instructional Materials and Aids to Facilitate Teaching the Bilingual Child." Modern Language Journal. 49:237-239. April 1965.

The classroom teacher of the bilingual needs materials in which the basic features of English are presented in teachable units. The material available is:

1. The Fries American English Series: These have been written to be used by non-English speakers who can read and write Spanish.

2. English for Today.

3. Miami Linguistic Readers Series: Basic reading texts for non-native speakers of English with Spanish background.

Rojas, Pauline M. "Reading Materials for Bilingual Children." Elementary School Journal. 4:204-211. 1956-57.

The vocabulary content of preprimers and primers were analyzed in three basic readers to seek evidence why these texts were unsatisfactory for teaching reading in English to bilingual children. The potential sources of problems combinations and usages were recorded. Random selection, the number, and irregularity of frequency of occurence were factors which limited the bilingual child's acquisition of English.

Rook, Luther W. An Application of the Semantic Differential to Bilingual Counseling. Albuquerque: University of New Mexico, 1959.

Rook conducted a study to determine if the dualistic frame of reference is significant in counseling communication and diagnosis. Five concept scales were selected for comparison of their meanings in English and Spanish. The degree to which these ratings tended to differ was taken as a measure of the difference of meaning between English and Spanish expressions of the selected concepts. A significant difference in the connotative meaning of some of the concepts existed. Perhaps the development of equivalent frames of semantic reference in the two languages is feasible.

Rosenblum, Abraham. "Ethnic Prejudice as Related to Social Class on Religiosity." Sociology and Social Research. 43: 272-278; No. 1. September-October 1958.

Economic differences and not ethnic grouping based on religion were found to be the basis for prejudice in adults. The higher the economic class, the more likely the presence of prejudice.

Russell, Harry J. "What is Readable and What is Not Readable in a Foreign Language." Modern Language Journal. 34:270-275. April 1950.

Children in grades one and two are most interested in reading and hearing about fanciful, supernatural, and unreal subjects. Senior high students, in contrast, are interested in "familiar experiences." If reading and listening experiences are to be of value, they must:

(1) Cater to the interests of the student.
(2) Contain a vocabulary which is neither too sophisticated nor too elementary.
(3) Have a new vocabulary word every 50-70 words.
(4) Have a high true cognate content.
(5) Be graded as to idiom content.
(6) Be graded as to syntax content.

Sanchez, George I. "Spanish in the Southwest." Educator's Complete ERIC Handbook, Phase One. Englewood Cliffs: Prentice Hall Inc., 1967. p. 46.

The Spanish-American society of five Southwestern states is discussed in this report. The basic problem of the schools is not linguistic but one of "social policy." The value of bilingualism and multilingualism to our relations with the rest of the world must be recognized. The following conclusions were drawn: Each learner will exhibit different effects when undergoing the process of acculturation, and the learner will feel more comfortable when teachers and administrators exhibit reasonable expectations and favorable attitudes.

Sapir, Edward. Selected Writings of Edward Sapir in Language, Culture and Personality. David G. Mandelbaum, ed. Berkley: University of California Press, 1949.

The writings of Sapir which "carry the gist of his thoughts" are selected to give the reader experience in discussions on language, culture, and the interplay of culture and person. The most valuable aspect of the book is the reference source it is in terms of an overview to the nature of language, and the cultural practice and habits of various cultures.

Saporta, Sol. Psycholinguistics: A Book of Readings. New York: Holt, Rinehart and Winston, 1961.

This book of readings explores the relationship between structural linguistics and the study of language represented by behavior psychology. The nature, approaches, and goals of linguistic theory are discussed here, as well as an important section on language acquisition, bilingualism, and language change.

Schroder, Glenn B. and Bemis, Katherine A. The Use of the Goodenough Draw-A-Man Test as a Predictor of Academic Achievement. Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare.

Eighteen first grade classrooms in four public schools in a lower socioeconomic area of Spanish and Anglo background were given the Goodenough Draw-A-Man Test and the Lorge Thorndike Intelligence Test to determine the effectiveness of the GDMT. The results of the tests showed there was a significant difference in the performance of the two groups in certain areas of the I.Q. test, but there was no significant difference in their performance on the GDMT. The GDMT is not a successful predictor of academic success.

Scott, Charles T. "Linguistic Basis for the Development of Reading Skill." Modern Language Journal. 50:535-544. December 1966.

For the bilingual the problems of learning to read are complicated by the learner's inadequate command of the spoken language represented by the writing system, the nature of the writing system itself, and the relative adequacy of the writing system to the spoken language. A problem which compounds this is the learner's past conditioning to the graphic configurations of the writing system of his native language. Reading skill in a foreign language is a three-stage process: (a) oral reading drill; (b) controlled reading, and (c) free reading.

Shane, Harold G. Linguistics and the Classroom Teacher. Washington: Association for Supervision and Curriculum Development. N.E.A. 1967.

For one who has slight knowledge of what linguistics and its branches are, this book represents one of the finest, basic information sources available. The historical background, the use of linguistics

in the classroom, and the review of linguistic literature are excellent and applicable to anyone who is interested in a clearer understanding of linguistics.

Shasteen, Amos E. Value Orientations of Anglo and Spanish American High School Sophomores. Albuquerque: University of New Mexico: 1967. Ed.D. Dissertation.

The cultural orientation or value system relied on in the Spanish American culture differs from that of the Anglo norm. When these non-native speakers enter a school environment , the orientations they bring with them are unrecognized and often intentionally discarded in an attempt to meet the demands of the majority society. This study examines the extent the value orientation of Spanish American students contribute to differences in school adjustment and achievement between Spanish American and Anglo sophomores in high school.

Shuy, Roger, ed. Social Dialects and Language Learning. Champaign, Ill: N.C.T.E., 1964.

The need for dissemination of information is quite necessary, in terms of social awareness of various cultures. This book includes studies in social dialectology, reports on field projects, reports on school and college teaching professions, social factors in learning standard English, reactions of related behavior sciences, and implications for future research.

Simirenko, Alex. "Socio-Economic Variables in the Acculturation Process -- A Pilot Study of Two Washo Indian Communities, Final Report." ERIC. Ed. 010 834. 1966.

Acculturation and the use of English in Washo Indians did not effect the educational level attained by acculturated and nonacculturated groups. More research is needed in this area, as Simirenko's conclusions were tentative.

Sisto, David T. " A Look at the Sequence of Skills in Language Learning." Modern Language Journal. 43:324-327. April 1959.

The place of writing in the sequence of language skills is examined in this study. The normal or usual order of teaching basic skills (aural, oral, reading and writing) is not always the most satisfactory sequence. Writing knowledge supplements the aural and oral knowledge. Some methods for developing the skills in writing are immediate dictation of materials just heard and the use of simple visual cognates.

Sizemore, Mamie. "A New Approach to Second Language Teaching." ERIC. Ed 011 210. 1962.

Instruction of Bilingual Children presents principles of modern linguistic science as they relate to the teaching of English as a

second language. Some of the areas included in the revision of the 1939 edition are problems of bilingual children, importance of a friendly classroom climate, cultural conflicts, etc.

Skrabanck, R. L. and Mahoney, Mary K. "The Use of English and Spanish by Spanish-Americans in Two South Texas Counties." Proceedings of the Southwestern Sociological Association, 1967. Arlington, Texas: University of Texas, 1967. pp. 189-194.

The urban and rural bilingual exhibit differences in the Spanish and English usage in specific situations. Skrabanck and Mahoney found that the rural household head spoke more Spanish than his urban counterparts. Rural children used more Spanish than urban children. Children 18 and older used more English than their parents. In most cases the majority of urban and rural individuals preferred English mass communication media.

Smith, Alva Louis. A Comparative Study of Facts and Factors Affecting and Effecting the Retardation of Bilingual Pupils. University of Texas: Unpublished Master's Thesis. August 1952.

The causes of retardation in the Spanish-speaking bilingual pupil were investigated in this study. The results of the study showed that the Spanish-speaking child is retarded two years, and this retardation inhibts and stifles the academic performance of the child to the point it persists throughout his educational career. The bilingual is retarded in both mental and physical age. However, retardation is greatest with respect to verbal skills. The Spanish-speaking child does his best work in arithmetic. A major factor affecting retardation is absenteeism.

Smith, Madorah. "Measurements of Vocabularies of Young Bilingual Children in Both of the Languages Used." Journal of Genetic Psychology. 74:305-310. 1949.

Thirty Chinese and 62 English children ranging in age from 37 months to 77 months were given vocabulary tests. The results showed that only superior bilingual children were capable of obtaining the norms of the monolingual (English) children. It is perhaps unwise to begin teaching any but superior children in a second language during the pre-school years.

Smith, Madorah. "Word Variety as a Measure of Bilingualism in Preschool Children." Journal of Genetic Psychology. 82:143-150. 1957.

The purpose of the study was to determine the difference in the number of words per hundred used by children from bilingual homes as compared with children from monolingual homes. Again, Chinese and English children ranging in age from two to six were the subjects. The bilinguals scored lower on the test than those having primarily English or Chinese until after school attendance began. The bilingual was under a handicap that lessened with age.

Soffietti, James P. "Bilingualism and Biculturalism." Journal of Educational Psychology. 46:222-227. 1955.

Apparently no distinction was carefully made between bilingualism and biculturalism at the time of this writing. Recently we have become aware of the differences between these two concepts. This study delineates by definition the difference between bicultural and bilingual. The study includes a discussion of the various degrees and types of linguistic achievement and cultural growth.

Spang, Alonzo. "Counseling the Indian." Journal of American Indian Education. 5:10-15; No. 1. October 1965.

Spang reviewed the cultural aspects that must be taken into account when counseling Indian students. Indians have very little initiative or desire to change their lot. They have, as a group, a lack of information, no role models, and no reason for achievement. There is no desire to earn much money because relatives will move in. Indians are present-time oriented and have a lack of time-consciousness. The counselor must be careful not to force his value system upon the Indian.

Sparkman, Colley F. "A New Language Must Be Spliced onto One's Native Language." Modern Language Journal. 33:355-362. May 1949.

How an infant learns his language has never been clearly understood. Second language learning might be the process of "tagging" the new language onto the native tongue rather than attempting to imitate the manner in which the child has acquired the first language.

Spencer, Richard E. and Sequin, Edmond L. "The Relative Effectiveness of Earphones and Loudspeakers as a Means of Presenting a Listening Test in a Foreign Language." Modern Language Journal. 48:346-349. November 1964.

Two different methods of presenting a foreign language test were observed. The experimental group used earphones with individual volume controls, and the control group was instructed through the use of a loudspeaker. The performance on the listening test showed that the group using earphones did significantly better than those being instructed via the loudspeakers. No significant gains were made on the reading test. Serious consideration should be given to the communication media in which a language is taught and tested.

Spillane, James M. "Language Instruction Shows the Way." N.E.A. Journal. 53:25-26. May 1964.

Teachers should be given intensive training for seven or eight weeks in summer school. The training would include lectures, discussion of culture, demonstration classes, remedial drill sections, and plenty of teaching materials to take back to the bilingual classroom.

Stafford, Kenneth R. and Van Keuren, Stanley R. "Semantic Differential Profile as Related to Monolingual-Bilingual Types." ERIC. Ed. 012 455. 1967.

Semantic interference in the study of concepts is noted in this study. Navajo eighth graders were used as the subjects in an attempt to determine the semantic distances between monolinguals and bilinguals, and to determine the degrees of polarity. Given the concepts father, home, food, and me, the subjects were asked to discuss the meanings of the words. The first hypotheses was unsuccessful. Father is an almost alien concept to the Navajo, and we observe the interference of culture and environment in this case. The second hypotheses was substantiated by the findings in this study.

Stambler, Ada. "A Study of Eighth Grade Puerto Rican Students at Junior High School 65, Manhattan, with Implications for Their Placement, Grouping, and Orientation." National Association of Secondary School Principals Bulletin. 46:298-299. January 1962.

Stambler attempted to identify the social and educational needs of eighth grade Puerto Rican students enrolled in a Manhattan junior high school. The results of the study showed teachers felt that adequate placement and grouping would improve the teaching-learning situation. Many of the students indicated a need for improving human relationships, finding a job, getting educational and vocational guidance, and learning more about the customs of this country. A definite need to improve speech, reading, writing, and arithmetic was indicated.

Stockwell, Robert P.; Bowen, Donald J., and Martin, John W. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965.

This is an excellent book which describes the similarities and differences between English and Spanish. It is a pioneer study in applied linguistics which represents an important step in the application of linguistic procedures to language problems. Word classes, verb forms, simple sentence transformations, and lexical differences are several of the major areas covered.

Sydraha D. and Rempel, J. "Motivation and Attitudinal Characteristics of Indian School Children as Measured by the Thematic Apperception Test." Canadian Psychologist. 5:139-145; No. 3. 1964.

Sydraha and Rempel attempted to assess attitudinal and motivational differences on the TAT between Metis-Indian and non-Indian children in Northern Saskatchewan. Differences between the two groups were clear for categories related to awareness of poverty.

Tanaka, Yasmuasa and Osgood, C.E. "Cross-culture, Cross-concept, and Cross-subject Generality of Affective Meaning Systems." Journal of Personality and Social Psychology. 2:143-153; No. 2. August 1965.

Subjects with contrasting linguistic backgrounds were asked to judge 24 perceptual signs on ten semantic differential scales. Four semantic factors -- dynamism, evaluation, warmth, and weight were

found to be the most salient for perceptual signs. The structure of meaning spaces for perceptual signs differs from the structure of those for linguistic signs. Scales relations were stable across groups; however, between sample consistency was higher within language-cultural boundries than across them.

Thomas, Owen. Transformational Grammar and the Teacher of English. New York: Holt Rinehart and Winston, 1967.

In the introduction to the book, the author clearly states his position in this discussion of langauge. He maintains he is a pedagogue rather than a linguist. Therefore, the bulk of the information in the book deals with the use of transforms as an aid to the teaching of grammatical structures. It is considered a basic text for the teacher seeking more successful means of teaching grammar.

Tireman, Lloyd S. The Spanish Vocabulary of Four Native Spanish-Speaking Pre-First-Grade Children. Albuquerque: University of New Mexico, Publications in Education, No. 2. 1948.

This study explored the oral Spanish vocabulary of beginning school children. Four Spanish-speaking pre-first-grade children were surveyed. The vocabulary of the Spanish-speaking child is equivalent in length to his English-speaking counterpart.

Tucker, M. Listening Lessons in Connected Speech for Puerto Rican College Students for the Purpose of Improving Aural Comprehension in English. Albuquerque: University of Nev Mexico Press, 1963.

The effects of special training in overcoming listening difficulties are examined in this study. In all cases the experimental group of Puerto Rican students learning English showed improvement. The conclusions were that phonemic error tabulation and direct listening exercises and skills aid in the bilingual's acquisition of English. The study also pointed out that non-native speakers of English have greater difficulty in discriminating sounds in context, i.e. /pin/ /bin/ rather than in isolation /p/ /b/.

Tyre, C.A. "The Conventional Approach to Language Learning, An Evaluation and An Answer to Our Critics." Modern Language Journal. 36:59-64. 1952.

The flaws in the traditional reading-translation method of teaching are the reasons for failure of the conversation-only method are discussed here. The following ten devices can greatly increase the effectiveness of the teacher in language teaching: direct association by identification or enacting; exercises in linguistic relationships; recordings; dramatization; definition; questionnaires; expressing personal reactions; games; original paragraphs; reviews or dialogues; and extra-curricular aids. Success in language nastery is due to attitude, time alloted, and methodology.

Ulibarri, Horacio. Educational Needs of the Mexican American. Unit of the Education Resources Information Center of the Bureau of Research, U.S.O.E.

The paper attempts to examine the educational needs of the Mexican-American. Three general areas examined are: (1) occupational success; (2) citizenship participation, and (3) personality factors as they relate to education. The paper does not attempt to find solutions for these problems but rather focus attention on them.

Ulibarri, Horacio. "Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers -- New Mexico, Colorado, Arizona, and Texas." ERIC. Ed. 011 215, 1964.

Ulibarri studied the feelings of the migrant worker or the bilingual person who has not acquired a great deal of formal education. This attitudinal study was conducted with migrant workers in regard to family, health, economics, government, children, religion, and recreation. Conclusions were drawn:

1. "The sample showed present-time reward expectations in all areas.
2. Great timidity and passivity were shown in the areas of education, health, and economics.
3. Satisfaction was shown in family life although the nuclear family had in most cases replaced the traditional extended family.
4. They were futilitarian about the education of their children.
5. They showed tendencies of resignation to their economic status.
6. The sample showed definite ethnocentric tendencies."

Ulibarri, Horacio. The Spanish-American: A Study of Acculturation. Albuquerque: University of New Mexico College of Education, 1969.

A historical account of the cultural development of the Spanish-American is the substance of this work. The paper traces the development of this culture from the first half of the sixteenth century to present-day Spanish-Americans in Northern New Mexico.

Ulibarri, Horacio. Teacher Awareness of Socio-Cultural Differences in Multicultural Classrooms. Albuquerque: University of New Mexico Press, 1959.

Teachers and administrators need to be aware of sociocultural differences as they affect the bilingual. Ulibarri's study showed a general lack of teacher sensitivity toward sociocultural differences.

Valdman, Albert. "Toward a Redefinition of Teacher Role and Teaching Context in Foreign Language Instruction." Modern Language Journal. 48:275-284. November 1964.

A revolution has taken place in language teaching. Linguists have contributed a great deal to methodology and materials. The most

important contribution is the linguists' theory that point of difficulty can be predicted and prepared for by comparing the structure of the native tongue to the language to be learned.

Valette, Rebecca M. "Some Reflections on Second Language Learning in Young Children." Language Learning. 14:91-98. 1964.

Using her own three year old son, the author was interested in observing his "undirected acquisition of French when immersed in that culture." The findings confirmed that the sound system of one's native tongue does indeed present a block in learning a new language.

Voegelin, C.F. "Culture, Language and the Human Organism." Southwestern Journal of Anthropology. 7:357-373. 1951.

The value in this study deals with the concepts of "culture" and the ramifications of the definitions in the study of culture. Without communication, culture dies. There are almost twice as many separate culture units as separate languages to be counted. A reference to culture is defined by Linton, 1945: "the sum total of behaviors of societies members that are learned and shared." Stewart, 1953 used the anthropological definition: "learned modes of behavior, socially transmitted from one generation to another within particular societies, which may diffuse from one society to another." The article makes some important and interesting points in dealing with culture.

Vogt, Evon Z. "The Acculturation of American Indians." The Annals of the American Academy of Political and Social Science. 311:137-146. May 1957.

Vogt outlines a conceptual framework for the analysis of American Indian acculturation in different areas of the United States; provides a brief synoptic review of the degree of acculturation in such areas; and discusses the limiting factors to full acculturation by comparing the situation of the United States with that of Mexico. He considers the development of "Pan-Indianism" as an emerging stage in the acculturation process.

Wardhaugh, Ronald. "Some Current Problems in Second Language Teaching." Language Learning. 17:21-27. July 1967.

A native speaker has abilities beyond those which may be accounted for in an observable, describable definition of language. For example, a native speaker has the ability to make judgments about such matters as grammaticality, foreign accent, synonymy, and paraphrase. Drills, are useful in a stimulus-response and reinforcement technique, but they are insufficient if used as the only method for language teaching. Motivational and personality variables are often overlooked in second language learning and teaching. These factors must be considered in language teaching because they are a major force in determining the success or failure of the program.

Weaver, Yvonne J. and Evvard, Evelyn C. "Helping Navajo Children Change Pronunciation Habits." Journal of American Indian Education. May 1966. pp. 10-15.

The purpose of this study was to teach young Navajos to hear and produce sounds in English. The sample consisted of Navajo students in grades four through seven who had been referred for remedial language problems. The teacher helped the students discriminate between Navajo and English sounds and drilled them in phoneme production and free conversation. The bilingual had mastered the target phoneme when he unconsciously retained new pronunciation habits. Hearing, differentiating, and reproducing English phonemes were the most difficult skills for these children to master.

Weinreich, Uriel. "On the Semantic Structure of Language." Joseph Greenberg, ed. Universals of Language. Cambridge: MIT Press, 1966.

The scarcity of relevant data, states Weinreich, is in itself a major obstacle to the elaboration of a workable hypothesis in discussing the semantic levels of language. A carefully written and thorough study is presented here exploring semantics in depth.

Witherspoon, Paul. "A Comparison of the Problem of Certain Anglo and Latin-American Junior High School Students." Journal of Educational Research. 53:295-299; No. 8. April 1960.

Witherspoon found a general lack of teacher sensitivity toward sociocultural differences of the bilingual. He also found there are really more likenesses than differences between Anglos and bilinguals. Teachers, counselors, and administrators need to be aware of the differences and the main problems.

Witherspoon, Y.T. "The Measurement of Indian Children's Achievement in the Academic Tool Subjects." Journal of American Indian Education. 1:5-9. May 1962.

"Can an experimental battery of tests measure the achievement of Indian children in tool subjects -- arithmetic computation, story problems, vocabulary, and reading?" The results from a battery of tests showed that an Indian child achieves at a lower level than his non-Indian peers. The gap between the group widened as the grade level increased. The entering Indian child is disadvantaged in every area measured. Test batteries should be assembled to measure achievement in tool subjects, but they should be relevant to the local achievement and analyzed through local norms.

Woods, Walter A. "The Role of Language Handicap in the Development of Artistic Interest." Journal of Consulting Psychology. 12:204-245. 1948.

One hundred men of many interests and of all levels of intelligence who were applicants for vocational guidance under the Service Man's

Readjustment Act were the sample for a study by Woods. He was seeking evidence which indicated that artistic interest is often developed as a result of a deficiency in the use of other symbols. A negative correlation existed between artistic interest and academic accomplishment measured in terms of grades completed in school and ability in the Army Alpha Test. A positive correlation existed between mechanical interest and artistic interest. The higher correlations attended lower levels of academic achievement. Counseling testimony indicated that low academic accomplishment was partly due to initial handicaps in the use of English. Apparently the artistic and mechanical interest developed because these men felt the need to express themselves and were unable to do so in an academically competitive high school situation.

Yamabuto, Kaoru. "Bilingualism: A Brief Review." Mental Hygiene. 48:468-477; No. 3. 1964.

Yamabuto demonstrated that means of measuring intelligence, the manner in which languages are taught, the age at which languages are acquired, the social prestige of the language, and the level of educational achievement of the individual are factors which are relevant to bilingual education.

Yandell, Maurine. Some Difficulties Which Indian Children Encounter With Idioms in Reading. Albuquerque: University of New Mexico Press, 1959.

Idiomatic expressions in English used in standard fourth, fifth, and sixth grade reading tests were analyzed to determine the efficiency of performance in various ethnic groups. The results of the multi-choice test of idioms showed that the groups understood the idioms in this order: Anglo, Spanish, Zuni Indians, and Navajo last. The reading level and the scores on the idiom test for the Anglo and Navajo showed a high correlation.

Yoes, Deck Jr. "A Reading Program for Mexican-American Children in Texas." Reading Teacher. 20:313-318. January 1967.

Several Title I projects are discussed in this article. A list of the various projects which have been done to aid the improvement of Spanish-American education in Texas is available.

Zintz, Miles V. The Indian Research Study: Final Report. Albuquerque: University of New Mexico, 1960.

Zintz attempted to identify the cultural and environmental influences on Indian children which must be understood for effective teaching, curriculum, teacher preparation, and parent understanding. Through teacher interviews, questionnaires, and diagnostic tests, he found that the Indian child in public schools is retarded culturally, verbally, and in scholastic achievement. Forced acculturation causes unacceptable reactions. Conflicts existed between cultures, environmental interpretations, values, and language concepts.

Zintz, Miles V. and Morris, Joyce. Tutoring-Counseling Program for Indian Students, 1960-1962. Albuquerque: University of New Mexico, 1962.

"Does a tutoring-counseling program offered to Indian students better attitudes and increase college achievement?" is asked by these two authors. Each of the 26 Indian students who sought counseling were given an informal acculturation questionnaire and an individual diagnostic reading ability test. It was concluded that (1) language and reading problems were the cause of low school achievement; (2) adherence to Indian values caused acculturation problems when the students tried to become part of the university community, and (3) a competent program advisement and counseling program were recommended and remedial reading classes teaching English as a second language are essential.

Zojonc, Robert B. and Wahi, N. Kishar. "Conformity and Need-Achievement Under Cross-Cultural Norm Conflicts." Human Relations. 14:241-250; No. 3. 1961.

Zojonc and Wahi studied the relationship between achievement and conformity in 30 male Indian students. Results indicated that the relationship was mediated by the instrumental value of the conformity. The high achievement group was more sensitive to the instrumental value of conformity than to norm congruence; the opposite was true in the low-achievement group.

Zurcher, L.A. et. al. "Value Orientation, Role Conflict, and Alienation from Work: A Cross-Cultural Study." American Sociological Review. 30:539-548; No. 4. August 1965.

The study by Zurcher also demonstrated that specific cultural values have a measurable impact on behavioral intent. Three groups (Mexican, Mexican-American, and Anglo-American) were matched and given particular instructions and a questionnaire packet containing biographical and employment questions, the Stouffer-Toby Role Conflict Scale, the Pearlin Alienation from Work Scale, and satisfaction-with-their-work questions. Contrasting value orientations were apparent.

## SECTION 2
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